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Summaries describing the purpose, procedures, and findings of 130 representative studies in agriculture extension research are presented under eight major subject categories: Administrative Organization and Management, Training Extension Workers, Organization of People to Participate in Extension, Program Content and Planning Procedures, General Effectiveness and Progress of Extension Work, Extension Teaching Methods, Research Methods, and Extension Research Reporting Devices.

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Review of EXTENSION RESEARCH

January through December 1961

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FOREWORD

In recent years, more than 300 extension research items annually are being brought to the attention of members of the Federal Extension Service staff. As a consequence, the ones selected for mention in this Review must be considered as representative rather than a complete coverage of the areas currently being explored by research and evaluation minded extension workers. Some very fine studies are not included in this edition because of late arrival or because unavoidable circumstances prevented the preparation of summaries. Some will be mentioned in future editions; others will be kept in mind for inclusion in the companion series, "Bibliography on Extension Research."

When time or space limitations prevent inclusion of notes on all suitable items that are known to this office, preference is given to those from new or less active sources. This decision is made on the assumption that the older and more prolific sources are more widely known and, as a result, more likely to be checked routinely by researchers when looking for materials they can use. In addition, such sources frequently have excellent devices of their own for creating awareness of their materials.

Readers are cautioned that length of summary statements as they appear in this Review does not necessarily reflect reviewer impressions of quality or worth. To assure widest possible diffusion of useful extension research methodology and findings, the amount of detail included in each summary depends on availability of the original report. Much more information is given about studies that are likely to have limited circulation. Included in this category are such things as typewritten graduate research reports and unnumbered miscellaneous publications of subject-matter departments.

Less information is included for serial publications and miscellaneous items printed in considerable number, since free or inspection copies of the original reports will be quite readily available for several years after publication. In the case of certain items in the section on extension research reporting devices, attention is called to an entire series rather than to individual reports in the series.

Distribution

Enough copies of each edition of the Review are sent to the publications distribution officer in each State to supply single copies to each State leader of county agricultural, home demonstration, and 4-H Club work, and to the key specialist in each subject-matter project carried in the State. Single copies are sent direct to all extension directors, extension editors, leaders of extension studies, leaders of extension training, and agricultural college and experiment station libraries.

Single copies are sent direct to a separate list of individuals, libraries, organizations, and subject-matter departments having specific need for the services provided by the Review. The author of any study that is summarized in the Review, who is not included by the above listing, receives a copy of the issue in which his study is mentioned.

Availability of Studies Mentioned in This Review

An unfortunate characteristic of many reports mentioned in this Review is that frequently they are issued in quantity adequate only to cover original planned distribution. However, complementary copies of some of the reports are available for a time after publication from the issuing agency or author. A proper post office address to which requests can be directed accompanies each entry in this Review.

Many of the studies may be examined at agricultural college and experiment station libraries where copies are on permanent file. Microfilm copies of most dissertations can be purchased or rented but copies of theses and other typewritten manuscripts generally are available only through interlibrary loan from the institution where the work was done. Sometimes reprint copies of separate journal articles are available from the journal or from the authors.

Copies of State extension publications should be requested from the institution issuing them. They are not available from the Federal Extension Service or from any other agency of the U. S. Department of Agriculture. Federal

Extension Service publications may be requested from the Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C.

Note to Contributors

Extension workers or others who have information about extension research studies that should be considered for inclusion in the Review are asked to contact Darcie Byrn, Division of Extension Research and Training, Federal Extension Service, U. S. Department of Agriculture, Washington 25, D. C. Immediate notification is most urgent for materials that become available close to the December 31 closing date for each edition.

Whenever possible, four copies of each report should accompany notification. When a report that is believed to be worthy of consideration is not processed for distribution, notification should contain information as to where an inspection copy can be examined on a loan basis.

Although completed studies only are reported, information regarding studies that are being planned or are in progress always is welcome. This office continues to be concerned about improving its knowledge of extension research activities in areas not covered by a formally designated extension studies leader and in areas lying beyond the borders of the United States. This interest extends to research and evaluation activities in areas where work similar in nature to extension work is being done.

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REVIEW OF EXTENSION RESEARCH

January Through December 1961

By Darcie Byrn, Extension Analyst
Division of Extension Research and Training

ADMINISTRATIVE ORGANIZATION AND MANAGEMENT

General:

1. Russell, E. R. GROWTH AND DEVELOPMENT OF EXTENSION WORK IN KENTUCKY FROM 1939 TO 1959. 217 p., typewritten. Lexington, U. of Ky., 1960. Thesis (M.S. in Agr.), U. of Ky.

Carrying on from 1939, the point where an earlier historian of the Kentucky Extension Service left off, the author offers a chronological account of the development of the Service to 1959. In his data-laden narrative are (1) details of the organizational changes that have taken place, with frequent mention of personnel who were involved; (2) programs and methods that have been used in 4-H Club work — including the Utopia Clubs — home demonstration work, agricultural agent work, and specialist work — as well as subject-matter involvement in each; (3) details of training and professional competency requirements; and (4) relationships with other farm organizations.

Much attention is given to the effect of World War II on Extension and the numerous adjustments that had to take place afterward to meet the increasing needs and demands of the ever more dynamic rural population of Kentucky, as well as the increasingly articulate demands of her urban people.

In the appendix section is a reproduction of the paper by former Associate Director T. R. Bryant, who described the earlier period of Kentucky Extension in his 1939 report entitled, "Historical Sketch of Extension Work in Kentucky."

Functions and duties of Extension Service staff:

2. Austman, H. H. AN ANALYSIS OF RELATIONSHIPS BETWEEN SELECTED BACKGROUND FACTORS AND JOB PERFORMANCE OF BEGINNING MALE COOPERATIVE EXTENSION AGENTS IN WISCONSIN. 301 p., typewritten. Madison, U. of Wis., 1961. Thesis (Ph. D. in Coop. Ext. Admin.), U. of Wis.

The problem of selecting personnel for county extension positions who will be successful in carrying out their duties and willing to make careers of extension work is an old one. Those who select workers have developed many devices, of varying degrees of effectiveness, for aiding them in their decisions. Some components of these instruments have wide acceptance and have been used without question. However, many of them never have been subjected to rigorous tests of their value as predictors. The author was interested in learning how well certain of these criteria would stand up to close inspection.

His observations are based on the Wisconsin data that will be used in a national study of extension personnel selection instruments. He has assembled data on backgrounds of 65 Wisconsin male beginning agents and other information to calculate role definitions, role fulfillments, and role performances of these agents. He also has parallel information on them from their respective district leaders.

He hoped that, by analyses of data from the two sources, he could identify relationships between background factors and job performance that could be worked into a pattern that would aid in predicting the probable effectiveness of county extension agent applicants. He reasoned that the manner in which an agent defines his role is related to his character structure — his needs, interests, and abilities — and this, in turn, is related to his role behavior — including both role fulfillment, as determined by observation of fact, and role performance, as perceived by the district leaders.

The interview form provided opportunities to rate 38 agent functions (grouped into appropriate major function areas) on importance and performance (5-point scales). Background data were quantified whenever possible. Coded data were transferred to IBM cards for tabulation and machine calculations of correlations. The Pearson product-moment correlation, as adapted for machine computation by Beaton, was used for measurable variables. For the others, the Omega Equivalent of difference between percentages (by high and low third performance groups, as rated by district leaders) was used.

Results of thousands of these computations are included in special resource tables in the body of the report or in the appendix section. Specially marked are the ones that meet low, medium, and high levels of meaningfulness. Most of the latter are commented on, as are some others that are in the presumed direction of relationship, but do not qualify at the desired level.

Much of the presentation is organized under the four main objectives of the study:

I. "To identify and describe some of the interrelationships between perceptions of role definition, role fulfillment, and role performance insofar as these pertain to beginning county extension agents in Wisconsin."

Between district leaders: There is disagreement among leader teams as to number of agents they assigned to high, medium, and low performance categories. The leader teams agree on importance of the extension program functions. They disagree on the association of function importance and function performance.

Between agents: There is consensus of role perception as indicated by a fairly high positive association between importance scores of functions, by district, and between role definition and role fulfillment in terms of these functions.

Between agents and district leaders: There is agreement between role definition and role performance on functions "public and working relationships" and "professional improvement." There is almost complete lack of association between role fulfillment and role performance. Amount of agreement varies by districts.

II. "To identify and describe the relationships between the district leaders' perception of the agents' role performance and selected personal, social and educational background factors."

Personal factors — measurable: Tenure and performance, negative; age and performance, positive; organization participation of agent's parents and performance, positive; education of father and performance, positive; and socioeconomic score of family when agent was in high school and performance, positive. Most of these are low and inconclusive.

Social factors — measurable: Mostly low and negative. Outstanding ones are organizational participation of agent while a student and performance, 4-H participation of agent and performance, and FFA participation and performance.

Educational factors — measurable: Mostly positive. Outstanding ones are performance and participation in high school activities; grade point average in high school (particularly program development functions); scholastic achievement in college (all function areas); and grade point averages in the humanities, agricultural courses, social sciences, and college major.

There is positive relationship between high-performance agents and personal factors vocational experience following college graduation, influenced by high school teachers to attend college, rejection of statement, "you are an employee of the college and it is your job to do what the college says," and uncertainty about statement, "helping people organize to solve their problems and developing efficiency of group action are more important than teaching the fundamentals of agricultural practices."

There is negative relationship between high-performance agents and participation in group associations during both high school and college. There is positive relationship between high-performance agents and attendance at larger high schools, both high interest in attending high school and better attendance, belief that high school had prepared them quite adequately for college, and belief that college had prepared them quite adequately for employment in extension.

III. "To identify and describe the relationship between the beginning male county extension agents' role fulfillment and selected personal, social and educational background factors."

Personal factors: Strong associations between role fulfillment and tenure of agent (several extension functions and overall role fulfillment score); age (use of program planning committee, keeping up to date in subject matter, reporting to the State office — positive; discussing the program with agricultural committee, using mass communications, involving people, developing leadership — negative); size of farm from which agent came; socioeconomic score; and number of recreational activities and hobbies.

Social factors: Eleven social factors are associated to some degree with role fulfillment, particularly organizational participation of the agent while in college - negative; 4-H participation - mixed; FFA participation - mostly positive.

Educational factors: Eleven factors associated with role fulfillment, generally negative, including particularly agent membership and involvement in high school activities, extent of high school teachers' influence on agent to attend college, and scholastic achievement in both high school and college. One exception is total number of credits attained as college undergraduate - positive.

IV. "To identify and describe the relationship between the beginning agent's role definition and selected personal, social and educational factors."

Rather strong relationships occur between role definition and personal factors age, education of wife, parents' organizational participation, number of recreational activities and hobbies - negative - and socioeconomic score - mixed.

Strong relationships of social factors and role definition include: Agent's organizational participation in high school, agent's organizational participation in college, 4-H participation, and FFA participation. In each instance there is a mixture of positive and negative relationships for the specific forms of participation.

In considering educational factors and role definition, 82 meaningful correlations are noted. For purposes of prediction, the complex pattern of positive and negative associations overly complicate the pattern.

The mass of data virtually rules out use of these findings in building a predictive instrument, at least in their present state of refinement. However, they do offer a convincing word of caution about using without question or other support many widely accepted predictors of agent tenure and success on the job. It is possible that some of the confusion might be resolved by multiple correlation analysis and recombination of some of the strong associations into new formulae.

3. Casey, A. H. THE DEVELOPMENT AND EVALUATION OF AN INSTRUMENT FOR THE PERFORMANCE REVIEW OF COUNTY EXTENSION AGENTS. 173 p. Stillwater, The Okla. State U., 1961. Thesis (Ed. D. in Admin.), The Okla. State U.

The author reports on the manner in which he executed his commission to develop a performance review instrument for use in the Oklahoma Extension Service. His preparation consisted of reviewing the literature on personnel evaluation devices as developed for use in a variety of work situations, including Extension. He synthesized the theoretical material on implementing such a device and surveyed the States currently using county extension personnel rating devices for objective rating items.

His reading, conversations with competent administrative and supervisory personnel and educators, and reflections led him to decide that the instrument should meet 12 qualifications to assure its accomplishing its intended purpose. It should: (1) Be cooperatively developed, (2) be based on adequate job descriptions and standards of performance, (3) have an acceptable name, (4) have clearly stated objectives, (5) be based upon well stated guiding principles, (6) be based on agreement as to the phases of the job performance to be reviewed, (7) be based on agreement as to whether numerical ratings will be used, (8) state the frequency of reviewing agent performance, (9) specify that persons reviewed be told how they rated, (10) provide persons reviewed with the right to appeal, (11) indicate that supervisors will conduct the performance review, and (12) have acceptance as the type of rating instrument to use.

He applied these criteria as well as he could by involving administrative, supervisory, and county personnel or their representatives in committee work, pretesting, and revisions. Ultimately, 53 items grouped under seven major areas were decided upon. Each is a pertinent and measurable or observable characteristic of the county agent job and can apply irrespective of sex or rank of position.

Raters check one of seven rank positions for each item. Accompanying each continuum is a verbalization of what "below average," "average," and "outstanding" mean in terms of the particular item, as well as the point equivalent of each. From these a profile is constructed for each agent. Since emphasis is on identifying strong and weak points for purposes of commendation or suggesting remedial measures rather than an overall evaluation, item values are not summarized into a total score.

The instrument was used to carry out performance reviews of the 272 county extension agents in Oklahoma. The results were used in counseling and further review of the instrument and methodology for its application and use.

Several efforts to validate the instrument have been made, including solicitation of opinions of the instrument from experts, critical study and review by raters and ratees, statistical tests of item validity by critical ratio (mean ratings of top and bottom thirds for each item), and computation of coefficients of correlation (modification of test-retest and split-halves techniques using mean ratings by supervisors and county agents of 50 assistant county agents).

Following are the major areas, together with the number of items under each of the number that correlate significantly (.05 level or better) by coefficient of correlation; all qualify at the .001 level on the critical ratio test: Planning the county program, 9-2; carrying out the annual plan of work, 10-4; evidence of efficient educational work, 10-5; working relationships, 8-5; public relations, 7-4; office management, 6-5; and professional improvement, 3-2.

In the light of some of the suggestions and the results of the statistical tests, the author has identified the items that might be omitted or must be retained in any further adjustment of the instrument. However, any changes may require further applications of legitimizing measures, since the persons presently involved — as raters or ratees — have given their approval to the existing version. Fortunately, this is not an impossible obstacle, since his methodological designs require periodic orientation or reorientation to the instrument.

Included in the appendix section are job descriptions and performance standards for the county agent and the home demonstration agent in the Oklahoma system, a copy of the final performance review instrument, a substantial bibliography on rating devices and theory, and some notes on the nature of review instruments used by other States.

4. Collings, M. L. EXTENSION SUPERVISION, PART III.— TWO VIEWS OF THE JOB. U. S. Fed. Ext. Serv., Ext. Serv. C. 537. 12 p. Washington, D. C., 1961.

In this windup circular in the series of three that are based on her dissertation, the author compares what agents and supervisors think of various aspects of the supervisor position. She illustrates the relationships with graphs and reports on rank order correlations for the various sections of her inquiry.

On the five items in the area of personnel replacement, the correlations are .30 for women agents and supervisors and .20 for men agents and supervisors. However, all four groups place the activity, "familiarize new agent with working conditions in county," in first place.

There is virtually no correlation for either sex in ranking the importance of 18 items of personnel training.

On the matter of seven program development activities, the correlation for women is .67 and for men it is - .36. Both supervisory groups consider "analyze changing demands" to be the most important activity in this area; women agents select "study ways to improve people in planning;" men agents are divided between this one and "study ways to bring people to take action."

Of the seven activities in the area of coordination of State and county staff effort, both agent groups think "interpret administration viewpoints to county workers" is the major activity. Women supervisors favor "work out with agents and specialists plans for specialist's help in county'" men supervisors are divided between this one and "help agents plan ways to tie State programs into county programs." Rho values are .44 for women and -.76 for men.

Correlations are relatively high for the 12-activity evaluation ranking — .65 for women and .83 for men. All agree that "let agents know how they are getting along on the job" is the most important aspect of supervisor evaluation.

5. Conley, R. D. THE ROLE OF THE FARM AND HOME DEVELOPMENT AGENT AS PERCEIVED BY COOPERATING FAMILIES. 75 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M. S. in Coop. Ext. Ed.), U. of Wis.

Using as his base the lists of participants maintained by farm and home development agents, the author selected a sample of 266 families and asked their respective FHD agents to administer a 5-page questionnaire to each of them. He received useable records on 137 families living in one or the other of 33 Wisconsin counties.

He questioned them about their ideas of the importance of 25 selected functions likely to be performed by FHD agents and 12 ways for them to conduct their educational work. He discusses their answers in descriptive and tabular fashion, frequently using weighted rankings. Some of his comparisons are by tenure of participating family — 1 or 2 years, 3 or 4 years, and 5 or 6 years.

The five most important functions in the opinion of the respondents are (weighted mean score — possible range, 1 to 3 points; ranking assigned by 1-2, 3-4, and 5-6-year participants): Provide farm families with the latest general farm information about such items as crops, livestock, and fertilizers (2.85; 1-3-2), teach farm families the importance and use of farm records such as farm accounts, depreciation of personal property, and production records (2.84; 4-1-1), check over farm accounts each year with farm families and plan money spending for the coming year on items such as feed, fertilizer, gasoline, and machinery repairs (2.71; 2-5-4), do planning with farm families on specific problems such as credit needs, life insurance, other insurance, and farm leasing arrangements (2.68; 3-2-8), and teach farm families the importance and use of home records such as valuable papers, inventory of household goods, and family accounts (2.61; 11-4-3).

The least important functions, in their collective opinions, are: Assist farm families with such skills as upholstering and finishing furniture (1.35; 24-25-25), assist farm families in making decisions such as buying a refrigerator-deep freeze combination or two separate appliances (1.42; 25-23-23), organize clubs for 4-H and homemakers (1.70; 23-22-24), fill out farm family income tax returns and other farm records (1.86; 14-20-22), and provide farm families with the latest general home information about such items as foods, clothing, and furnishings (1.87; 21-18-20).

A similar array of ideas of importance (weighted mean score and rankings by tenure group) of 12 extension educational methods, as applied to the work of the FHD agent, is: Individual farm and home visits (2.79; 1-1-1), result demonstrations (2.48; 2-2-3), circular letters and bulletins (2.48; 2-3-2), FHD small group meetings (2.29; 5-4-3), county fairs and exhibits (2.14; 4-6-6), newspaper articles (2.12; 6-7-10), FHD special interest meetings (2.06; 7-8-5), radio (2.02; 9-5-7), general meetings of formal extension groups (2.00; 8-8-8), individual family visits to the county extension office (1.81; 10-10-11), television (1.67; 11-11-9), and telephone calls (1.53; 11-12-12).

The author included two more quickly answered questions to help him check on certain overall impressions of the work. First, because of the similarity of some FHD techniques to those employed by other agencies, he desired to know what respondents considered to be the agency FHD agents should represent. Over three-fourths (78 percent) feel he should represent the Cooperative Extension Service; an eighth suggest the Farmers Home Administration.

Second, to determine if participants consider appropriate FHD agent contacts to be different from those of other county extension workers, he asked which of a suggested list of professional workers the FHD agent should work with most closely. Respondents could check as many as they desired. Twenty-two percent of all checks fall to the agricultural agent, 15 percent to the home agent, 14 percent to the 4-H Club agent, 13 percent to the farm planner, 11 percent to the Farm and Home Administration fieldman, 10 percent to the soil tester, and lesser percentages to an assortment of other categories of county-level professionals.

6. Ferver, J. C. AN ANALYSIS OF THE BEHAVIOR OF COUNTY EXTENSION DIRECTORS AS COORDINATORS OF MICHIGAN STATE UNIVERSITY COMMUNITY DEVELOPMENT PROGRAMS. 394 p., typewritten. Madison, U. of Wis., 1961.
   Thesis (Ph. D. in Coop. Ext. Admin.), U. of Wis.

Organizational change is not a new concept in the Michigan Extension Service. Conditions have indicated change in the past and they will again. In recent years, the question of a unified service has come up. This study is aimed at checking on the readiness of counties for change in this direction.

Although the report is backed up by a great amount of theoretical material from research literature on human behavior and findings from other extension research efforts in Michigan, it is essentially a case study of eight selected county situations. The major point of concern is the organizational behavior of the respective county agent directors in their programing role, particularly their community development programing role.

Counties were selected which have experienced and well rated extension directors operating in quite urban counties who were either high or low on proportion of time devoted to community development work. Some 160 persons, consisting of county, district, and State extension personnel and selected community leaders — farm and nonfarm — in the counties, were interviewed in depth. The agents were given a variety of tests and test results on them, gained from other research in which they were involved or in the course of regular personnel record keeping, were used to supplement this information.

Comparisons are made of respondent ideas of how much the Michigan State University and the county director is and should be involved in community development work, that is, countywide work with both urban and rural people instead of with strictly farm people.

A preliminary survey of all counties suggested there is no relationship between activity in community development work and age, tenure, previous work experience, and advanced degree status of agents. However, there does appear to be an inverse relationship between importance of agriculture in the county and activity of the agent in community development work.

Then follows a detailed case study report on each county situation, winding up with a character profile on the agent and predictions of how his program behavior is likely to effect the county situation. These are pulled together into a comparison of the counties whose agents are high or low on the proportion of their time they devote to community development work. Since the study findings place two counties in an intermediate position, most of the comparisons are between the three high and the three low counties. Following is the way the high counties differ from the low counties on agent characteristics.

The agents average 3 years older and have 5 years more tenure than the State average, while the low group averages 5 years younger and has 5 years less tenure than the State average. They are better informed of the various divisions of the Michigan State University, make more use of personnel in them, and would make still more use of them. They are more likely to favor more training in community development areas than agricultural areas. They acknowledge a greater obligation to urban people and to work on non-agricultural problems in their counties.

On matters of personality — tradition or emergent values, level of aspiration, authoritarianism, self sufficiency, introversion, self confidence, sociability, moral-expedient orientation, power-authority orientation, and goal-threat orientation — there is no apparent relationship to time spent on community development. This leads the author to conclude that the agents under consideration are good and successful agents in the methods they have used, irrespective of emphasis on agricultural or community development programs, and there is no reason to expect that personality factors will interfere with their success should they change their program emphasis.

The agents in high counties have more job concern. All have role conflicts; sometimes they are unaware of them, but sometimes they choose to ignore them. The seriousness of the conflict over the agriculture-community development situation must depend on the power structure and agent ideas of the expectations of those who have the power. The author notes that those who are oriented in some way have less conflict than those who cannot be classified as to ego-alter, goal-threat, power-authority, legitimacy-sanction, and other orientation typologies.

He summarizes by stating the agent who is high on community development programing is more likely to (1) feel there is an expectation for him to so portion his time, (2) want to do it, and (3) have the power balance on the board of supervisors favor it. It is more likely to be thus when (4) agriculture is relatively less important in the economy of the county, (5) when there is another agent who is assigned the agricultural programing, (6) if he possesses special competencies and interests in this area, (7) if his past experiences in this area have been satisfying, (8) if he feels both he and Extension have an equal obligation to agricultural and non-agricultural people, and (9) if he feels both groups have essentially the same basic problems.

7. Lawson, W. M. COMMERCIAL COTTON FARM OPERATORS' PERCEPTION OF THE CALIFORNIA AGRICULTURAL EXTENSION SERVICE. 203 p., typewritten. Madison, U. of Wis., 1959.
Thesis (Ph. D. in Coop. Ext. Admin.), U. of Wis.

It is vital to an organization to have some idea of what its clientele think of it — what its role is, how well it is carrying out its purpose, and how valuable a function it performs. The folks in California wanted this sort of information about their Extension Service. The author attempted to provide some of the desired information by means of a personal interview survey among a stratified random list sample of commercial cotton growers in the eight cotton growing counties of the State.

He administered his 16-page pretested schedule (copy in appendix section) between October 1958 and January 1959 to 349 operators who had grown at least 25 acres of cotton and had gross incomes of at least $5,000 the previous year. He had to use 15 alternates to secure the agreed upon number, but none of the substitutions were for reasons of refusing to participate.

Data were processed for IBM manipulations. They are presented in frequency tables, with appropriate statistical test results, to indicate respondent perceptions in the previously mentioned areas. They are further analyzed to identify relationships among the three perception areas and such background characteristics of the respondents as involvement with Extension, education, size of operation, age, and tenure.

Respondents were asked to make unstructured statements of what they considered Extension's purpose to be. After regrouping them into compatible areas, the author feels the major categories of definitions are to (percentages in parentheses): Provide farmer with specific answers to problems as they arise (30), interpret and bring results of research to farmer (23), help farmer operate his farm more profitably and/or efficiently (18), serve as a source of authoritative information (16), and other or no idea (13).

Among nonfarm groups who might benefit from the services Extension can provide, 98 percent of the operators feel commercial organizations that deal directly with the farmer should be served, 94 percent feel farm organizations and commodity groups should be served, and 72 percent feel nonfarm families should be served.

The operators were asked to rank six farm adviser activities on importance. In terms of modal group placement, this is the order they arrived at: Provide information directly to the farmer, represent and coordinate University and USDA programs in the county, advise and consult with farm groups, train local leaders, work with public relations activities, and participate in community affairs.

Without requiring evidence as to their knowledge of the existing situation, the respondents were asked to indicate whether there should be more, less, or about the same emphasis on educational work in selected subject-matter areas. The general tendency was to agree that about the right amount of attention was being given, and hardly anyone thought less attention should be given in any area. However, the following percentages feel there should be more attention given to the indicated areas: Marketing farm products, 58; plant diseases and insect control, 42; consumer education, 32; public affairs and policy, 30; farm management, 19; cropping practices, 18; soil management and drainage, 18; youth development, 10; dairy and livestock management, 6; farm buildings and equipment, 6; and leadership development, 3.

The following array results from a question as to the helpfulness of selected extension educational methods: (Ranking is in terms of percent of first place rankings by individual respondents who were asked to select and rank three.) County publications, newspaper articles, radio, test and demonstration plots, television, farm visits by extension staff members, extension meetings, and University and USDA bulletins. No control for exposure was made.

About 9 out of 10 feel the important agricultural problems are getting adequate attention from Extension. About the same proportion feel they are allowed adequate voice in determining the extension program. They contend with some reservations, that the counties are adequately staffed. They consider the staff members very well qualified for their work. Exceptions are generally explained by youthfulness or newness of staff members or by personal difficulties with individual staff members. Most of them feel extension personnel are keeping up fairly well on new developments in agriculture. About two-thirds of them feel Extension is of a great deal of help to them in their farm operations.

To gain insight into the answers given by respondents, the author applied statistical tests to determine direction and degree of relationships among answers and background characteristics. He used a 12-item involvement-with-Extension score and two or three groupings within his education, tenure, size of operation, and age data. Many of the contingency coefficients of his pair comparisons qualify at the .05 level of significance.

He finds significant positive relationships between involvement and both education and size of enterprise, between education and size of enterprise, and between age and tenure; he finds significant negative relationships between education and both age and tenure, and between size of enterprise and both age and tenure. Using these data and other analyses, and comparing answers supplied by respondents having the particular characteristics, he makes some generalizations about perceptions held by California commercial cotton growers of the Extension Service, its function, and its value.

He feels that the younger, higher educated grower with the larger operation is more likely to be more involved with Extension. The higher educated have larger farms and are younger, but they are more apt to be renter-owners. The higher educated, younger, more involved operators with larger operations are more likely to think of Extension as an interpreter of research results; their opposite numbers are more likely to think of Extension as provider of answers to specific problems.

Those with low involvement, less education, smaller operations, and greater age tend to rate radio or newspapers as most helpful, while their opposites tend to rate direct contact methods and local publications as most helpful. There is a relationship between high involvement and willingness to acknowledge both a need for more staff members in the county and receipt of a great deal of help from the existing staff. The higher educated are more likely to acknowledge receipt of a great deal of help from extension staff members.

8. McKinstry, S. A STUDY OF ATTITUDES TOWARD THE RESPONSIBILITY OF THE COUNTY EXTENSION WORKER IN THE 4-H PROGRAM AND SOCIAL AND DEVELOPMENTAL NEEDS OF YOUTH. 64 p., typewritten. Pullman, Wash. State U., 1961.
Special problem report (M. Ext.), Wash. State U.

The author used Washington data for a Western Region 4-H Club study for her analysis of consensus among extension workers (122), local leaders (242), parents of 4-H Club members (123), and key adults (54) as to the social and developmental needs of youth and the responsibility of county extension workers in the 4-H Club program. The special opinionaire contains 185 items to be checked by agents and lesser numbers to be checked by the other respondent groups. It was either mailed or administered to respondents, 98 percent of whom completed the forms.

Data were tabulated with the aid of IBM equipment. Scores were assigned to agree-disagree questions in terms of "right" answers as determined by the State 4-H Club staff; "right" answers received 2 points, inconclusive answers 1 point, and "wrong" answers no points. The questions are distributed at random in the opinionaire but are brought into appropriate clusters for discussion. The author checked consensus levels by analysis of variance. She discusses implications of differences in opinions about each question, as well as the various clusters of questions.

Special groupings in which significant differences of opinion occur among respondent groups are personal attention to club members, judging a county worker's 4-H Club program, planning leader training meetings, county agents attending out-of-county events, competition in 4-H Club work, requirements for completion in 4-H Club work, and recognition in 4-H Club work.

She notes five areas in which there is agreement with "right" answers: (1) Clubs with no potential winners should get as much agent attention as any other club, (2) the State and county extension offices have a responsibility to see that 4-H Club programs follow a pattern and to set limits within which the work can be done, (3) 4-H Club work is as important as adult work, (4) boys and girls who cannot reach 4-H project standards, or refuse to complete should not be encouraged to drop out of 4-H Club work, and (5) group projects are better for older youth and project clubs are better for younger members.

She also notes several areas of considerable disagreement with "right" answers and suggests efforts are in order to improve consensus through orientation and training in these areas: (1) All groups feel members who are to compete with members from other counties deserve personal attention from county extension workers. (2) Leaders think extension workers should give more help to children whose parents do not help them. (3) Leaders and parents think the county worker's 4-H Club program should be judged primarily on project work. (4) All groups feel local club program planning should be the responsibility of local leaders. (5) Extension workers expect leaders to take more responsibility for the program than leaders want to take.

(6) Extension workers think leaders and leaders think extension workers should determine content of leader training meetings. (7) Parents think leaders should not teach subject matter to members. (8) Extension workers think inexperienced extension workers should work with 4-H Clubs before working with adults. (9) Key adults strongly, and extension workers slightly, feel the county worker should accompany 4-H members to out-of-State events. (10) All think competition is important to good club work and toward motivating members to learn more.

9. McNeill, H. M. AN ANALYSIS OF FACTORS USED IN FORMAL APPRAISAL OF COUNTY EXTENSION PERSONNEL. 125 p., typewritten. Madison, U. of Wis., 1960.
Thesis (M. S. in Coop. Ext. Admin.), U. of Wis.

Fifteen appraisal instruments presently or recently in use in the various States for rating extension personnel were examined for common factors. The literature on this topic from related disciplines was explored. After presenting a detailed review of his findings from the literature, and commenting in more general terms about the instruments available to him, the author presents extensive bibliographic evidence to justify his selection of 15 factors as worthy components of a device for appraising county extension personnel.

Next, he approached the State extension directors by mail questionnaire for their views of the relative importance of his criteria. He received 48 replies in time for his analysis. He reports his findings in terms of ranking on importance, by regions.

Following are the rankings in terms of percent checking the "most important" category for the different criteria, by all respondents and Eastern, Western, Midwestern, and Southern regional respondents, respectively. Whenever possible, ties are broken by estimating the relative strengths of checks for the less important categories.

Program results (1-2-3-1-3), program planning (2-1-2-4-3), program execution

(3-2-6-1-3), integrity (4-4-1-6-2), public relations (5-6-3-7-6), professional leadership (6-4-5-4-7), involvement of local leaders (7-8-7-3-11), management of time (8-7-9-7-7), professional interest and improvement (9-13-7-11-10), applies scientific knowledge to problem solving (10-10-12-10-12), tact (11-9-10-9-1), office management (12-13-15-13-9), health (13-11-11-12-14), reports and records (14-12-14-14-13), and personal habits (15-15-13-15-15).

Further inquiries via the questionnaires indicate that 16 States are using appraisal forms, one is completing an instrument, three are working on instruments, and one is redesigning an instrument presently in use. The newer instruments, those designed since 1956, tend to have the same criteria selected for this study but seldom so many in any one instrument. They are getting away from considerations of personal qualities and turning to measurable indicators of performance.

Twelve States that formerly used appraisal instruments have discontinued using them, although sometimes only long enough to design new ones. The 16 States now using them plan to continue; 10 others have intentions of using them in the future and 9 others do not.

Leading uses made of personnel appraisal are training, salary adjustment, promotion, and professional improvement. Eight States use informal appraisal, mainly as aids to decisions regarding salary adjustment, promotion, and training.

In virtually all the reporting States, the supervisors, or supervisors in combination with other members of the State staff, do the rating. Eight of the States using formal appraisals have some method of training the raters, generally conferences or consultation. This work is most apt to be done by the directors.

10. Pinches, R. R. MINNESOTA SUPPLEMENT. . . A STUDY OF HOW STATE 4-H STAFF MEMBERS SPENT THEIR WORKING TIME. 30 p. St. Paul, Minn. U. Agr. Ext. Serv., 1961?

Minnesota data for the 1958 Central States time-use study, plus extra material collected to make a comparable State study, are summarized. The 11 State 4-H staff members used diary methods to account for their time during randomly assigned weeks within the period February 1958 through January 1959. Data for 33 separate weeks are analyzed.

The findings are summarized according to different classifications of use. Most of the considerations are in terms of percentages of an average week or of total time. Frequently they are presented diagramatically so that more accurate impressions of proportions are achieved. Each section contains summary remarks and a list of staff member concerns about what they see, together with comments about what might be desirable adjustments.

Findings indicate that agents work an average of 47.2 weeks per year, have .95 week of legal holidays, 2.6 weeks of annual leave, and 1.2 weeks of study leave. They average working 40 hours per week in the daytime plus 3.5 hours per week on weekends, and 9.5 hours per week in the nighttime plus 1.25 hours on weekend nights for an average work week of 54.25 hours.

During this time, they spend 39.3 percent of the time at their regular headquarters, 45.3 percent within the State but away from headquarters, 8.5 percent in other States, and 6.9 percent on leave or legal holidays. Comparable percentages for actual working time — omitting the leave and holiday items — are 42.1, 48.7, and 9.2.

Leading categories of purposes of work, with percentages, include: Evaluating, 13.1; routine work of meetings and events, 12.5; and travel, 12.3. Major categories of types of work are: Office work, 16.7; secondary meeting and event responsibility, 15.1; travel, 13.3; primary meeting and event responsibility, 13.5; conferring with other individuals, 12.5; and regional or national meetings or events, 10.9. The balance consists of routine work, preparation, and judging or observing.

By regrouping time related to meetings or events — some 70 percent of the total — major uses are: Routine work of meetings and events, 17.5; regional and national meetings, 13.4; travel, 11.1; planning meetings and events, 10.9; and evaluating, 7.9. A similar consideration of time devoted to other than meetings and events indicates the major uses are: Evaluating, 26.3; travel, 15.4, planning or changing projects and materials, 13.1; and teaching, 8.0.

The code sheet for this study contains 80 purposes for use of time. Respondents have placed some portion of their time under virutally all of the categories. They devote 38.4 percent of their time to 29 purposes they rate "high professional," 42.4 percent to 38 purposes they rate "medium professional," and 19.2 percent to 7 purposes they rate "low professional."

The staff spends 4.1 percent of its time helping other persons by showing support through attendance. Major types helped in this way are county personnel within the State, 4-H Club members, State 4-H or YMW workers within the State, and local 4-H Club leaders.

Respondents work alone 27 percent of the time, with other State 4-H staff members 27 percent of the time, with county extension agents within the State 14 percent of the time, and with 4-H Club members 10 percent of the time. There are combinations of companions during the balance of their time.

11. Trent, C. THE ADMINISTRATIVE ROLE OF THE STATE 4-H CLUB LEADER IN SELECTED STATES—A STUDY IN ROLE PERCEPTION. 262 p., typewritten. Madison, U. of Wis., 1961.
Thesis (Ph. D. in Coop. Ext. Admin.), U. of Wis.

The State 4-H Club leader function is more nebulous as to role definition than either of its companion positions, the State leaders of agricultural and home demonstration agents. This is an attempt to assess the degree of consensus that exists among different groupings as to 16 selected functions of this office. It is based on individual or group interviews conducted in eight States.

The States were selected as to type — four that think of the position as one of serving as program supervisor or organization specialist: Missouri, Tennessee, Texas, and West Virginia; and four that think of it as one dealing primarily in administration and supervision: Ohio, Minnesota, Massachusetts, and Georgia — on the basis of information gained from a preliminary mail survey among the 50 States and Puerto Rico to determine general characteristics of the organization and function of State 4-H staffs. Respondents are 56 State 4-H Club staff members, 122 administrative-supervisory staff members, and 199 specialist staff members. They were asked to rate the functions on significance (0-5 points), both ideally and actually, first in the setting of the entire State extension situation and then within the State 4-H Club staff.

This presentation deals only with the functions as they apply to the 4-H Club staff. The mean weighted scores were ranked and suitable correlations (Spearman and Kendall coefficients) were run. Following are the mean weighted scores on the ideal and actual situations for the 16 functions, followed by ideal and actual situation rankings as assigned by all respondents, the State 4-H Club staff, the administrative-supervisory staff, and the specialist staff, respectively.

Preparing immediate and long range plans — 4.73-3.98, 1-4, 1-5, 1-5, 2-5; organizing staff for operations — 4.71-4.06, 2-2, 4-6, 3-3, 2-3; evaluating programs and procedures — 4.69-3.81, 3-7, 5-9, 5-8, 1-7; acting as a public relations person — 4.67-4.14, 4-1, 6-1, 2-1, 5-2; coordinating efforts of others — 4.66-3.96, 5-6, 7-8, 4-4, 4-6; supervising personnel — 4.58-4.06, 6-2, 9-7, 6-2, 6-1; formulating policies and procedures — 4.56-3.98, 7-4, 1-2, 11-6, 6-4; forecasting future trends and/or needs — 4.48-3.53, 8-13, 10-13, 7-10, 9-14.

Interpreting extension policies and procedures — 4.46-3.81, 9-7, 11-4, 9-7, 8-8; developing and maintaining a system of communications — 4.45-3.54, 10-12, 8-14, 8-11, 11-12; recruitment, selection, placement, and determining training needs of personnel — 4.35-3.61, 11-10, 3-12, 14-14, 10-9; preparing reports on problems and program accomplishments — 4.28-3.70, 12-9, 15-10, 9-9, 14-10; stimulating interest in professional improvement — 4.27-3.38, 13-14, 12-11, 12-13, 12-15; identifying problems and securing leadership for extension research and studies — 4.06-2.88, 14-16, 16-16, 13-16, 15-16; developing budgets and financial structure — 3.97-3.37, 15-15, 13-15, 16-15, 13-11; and securing private and/or public funds for operations — 3.87-3.61, 16-10, 14-3, 15-12, 16-13.

Although differences can be noted throughout the range, concordance coefficients tend to be over .70 for most of his comparisons by position and organization type and between ideal and actual rankings. He devotes considerable attention to functions about which consensus levels are particularly low.

Other sorts are made on academic degree, age, tenure in Extension, and time devoted to 4-H Club work. Most of these have low levels of association for the various functions. However, some coefficients of association (h scores) reach or exceed ±.30 and are considered significant, since they pinpoint forces that contribute to consensus as to the significance of a function — either for or against, depending on the sign.

Among these are: Securing private and/or public funds for operations — academic degree (-.35); acting as a public relations person — tenure in Extension (.52); coordinating efforts of others — academic degree (.43); preparing immediate and long range plans — time devoted to 4-H Club work (.44); evaluating programs and procedures — age (.38); and preparing reports on problems and program accomplishments — age (.45) and tenure in Extension (.52).

Before presenting his findings he has a section on relevant theory and a statement, with chart, of the organizational setup of the 4-H staff in each of the eight States. Copies of his precoded schedules are in the appendix section, as well as many resource tables of his cross tabulations and a substantial bibliography.

12. Weeks, D. L. A STUDY OF THE CHARACTERISTICS OF EVALUATIVE STATEMENTS IN COUNTY EXTENSION ANNUAL NARRATIVE REPORTS FOR 1958, WASHINGTON STATE. 77 p., typewritten. Pullman, Wash. State U., 1961.

Special problem report (M. Ext.), Wash. State U.

This is a companion study to one carried out in 1959 by Axling (Study 2 in the 1959 Review). Much of the methodology developed for that study is employed in this one. The earlier phase analyzed evaluative statements in monthly narrative reports submitted from Washington counties in 1958, using a random sample of one-third of the reports submitted during the year. This one deals with similar material as noted in the 39 annual county narrative reports from Washington counties for 1958.

After standardizing his techniques for identifying and scoring the evaluative comments in the reports by checking his decisions for one of the reports against those of the creator of the scale, he assigned weighted scores to all evaluative comments noted in the reports. He gave one point for each strictly quantitative (counting) comment, two points for qualitative ones (value statements without criteria), three points for qualitative analytic ones (qualitative values with some indication of criteria), four points for comments based on observed results (actual changes in behavior), and five points for comments based on verified results (planned survey findings).

He notes 6,112 evaluative statements, with the largest number (2,509) in the agricultural area and the smallest number (174) in the marketing area. Most of them (4,997) are concerned with the execution phase of programs, with 647 coming in comments on accomplishment phases and 468 on planning phases. About half (3,251) are quantitative and a third (1,945) are qualitative, while 270 are qualitative analytic in nature, 459 are observations of results, and 188 are concerned with verified results.

Average values per comment (3-point maximum on planning and execution program phases and on all program areas; 5-point maximum on accomplishment phase) are — for phases: Planning, 1.23; execution, 1.48; and accomplishment, 4.29. For areas, they are: Marketing, 2.02; farm and home planning, 1.94; agriculture, 1.80; program development, 1.72; home economics, 1.70; community development, 1.69; and 4-H Club work, 1.66.

The author then makes comparisons on quantity and quality of statements and size staff, average number of meetings per worker, average number of contacts per worker, educational level of chairman, length of service of chairman, average merit rating, and average professional rank. He comments on some of the more apparent relationships. He also comments on possible reasons for some of the obviously curvilinear relationships.

Staff size is related positively to average evaluative score per statement and negatively to quantity and quality statements per worker. Numbers of meetings per agent and contacts per agent are both related positively to numbers of quantity and quality statements and average evaluative score.

Chairmen with master's degrees tend to submit reports with higher average evaluative scores but lower numbers of quantity and quality statements. Those with less than seven years of extension experience have most quantity and quality statements as well as highest average evaluative scores. There is a positive relation between average evaluation score per statement and both merit rating and professional rank of chairman.

See also Studies 17, 19, 31, 39, 40, and 81.

Public relations:

13. Adams Co. Ext. Staff and Adams Co. Ext. Exec. Comm. PROGRAM FOR PROGRESS IN ADAMS COUNTY — TAXATION, AGRICULTURAL BUSINESS AND MANAGEMENT, YOUTH, CONSERVATION, AND AGRICULTURAL MARKETING. 58 p. Gettysburg, Pa., 1961.

A publication of the Fund for Adult Ed. — Cooperative Ext. Services Pilot Project in Public Affairs and for Public Responsibilities, W. R. Kriebel, Program Consultant.

This is the sort of coordinated effort a county executive committee might undertake in preparation for deciding upon a sound program of county improvement. The Adams County, Pa., executive committee, working with the county extension staff and a trained program consultant, assembled background information on five major topics of public concern: Agricultural business and management, agricultural marketing, conservation of natural resources, taxation, and youth. They assembled these resource materials, largely statistical data gleaned from existing secondary sources, and grouped them to provide greatest enlightenment on each of their selected problems.

On the basis of this information they present their idea of the desired situation for the county, expressed as nonspecific idealized statements of intent. They follow these with a listing of obstacles to accomplishment, again stated in general terms. They wind up each section with a listing of the major adjustments that need to be made, generally with some suggestion as to how each adjustment might be implemented.

14. Brown, R. R. A COMPARATIVE ANALYSIS OF PUBLIC RELATIONS OF PARISH AGRICULTURAL EXTENSION WORKERS, BY AGE, LOUISIANA, 1959. 141 p., typewritten. Baton Rouge, La. State U., 1961.

Thesis (M.S. in Agr. Ext. Ed.), La. State U.

The white parish extension agents of Louisiana were approached via mail questionnaire for their views on public relations aspects of their work. The author received replies from 278 of the 287 agents. He analyzes their answers to 41 opinion questions in percentage terms, by age groups — 30 years or less (91 respondents), 31-45 years (110), 46-60 years (68), and over 60 years (9) — for nine selected areas of relationships.

Although he achieved an excellent response rate, some of his results are clouded by another problem with mail questionnaires, failure to answer all questions — often the more delicate and insightful ones. The "no response" category reaches half in some instances. In his narrative he calls attention to differences in replies by the age groups, but he does not have the data to suggest the effect on the answers of role definitions, status, experience, training, tenure, and the like, that might be associated with the groups. Nevertheless, he presents a useful overall impression of agent views.

Federal and State Agencies: Over half feel their programs have been of some help to Federal and State agencies and over a third think they have been of much help. Over 9 in 10 think it is desirable or very desirable to have a parish council of interagency people. Over three-fourths do not feel programs are handed down from these agencies a great deal.

The Land-Grant College: Four in 10 think of themselves as full-fledged staff members of the University; 3 in 10 think of themselves as field representatives. On the other hand, 1 in 10 think of themselves as employees of the University.

Local Governing Boards: Three-fourths feel these boards are at least very well informed about the extension program. Two-thirds have worked with them in an effort to build financial support for their extension programs. Half are fairly satisfied and one-fourth are completely satisfied with their contacts with the boards.

Elected and Appointed Officials: A third know all their legislators and almost a third know some of them. However, over a half have not discussed the Scope Report with them.

Civic and Special Interest Organizations: A third claim some understanding and a fifth claim very much understanding of what organizations in their parishes stand for. Six in 10 claim they have made some study of the philosophies, goals, and objectives of these organizations; slightly over 1 in 10 have studied them very much. Two-fifths have not discussed the Scope Report with any of these organizations, but almost a fifth have discussed the report with most of them.

Four in 10 feel most commodity groups look to Extension for leadership, and a like proportion feel that some of them do. Half feel that most of these groups support Extension; a seventh feel all of them do.

Six in 10 feel they know their rural ministers fairly well, 1 in 10 very well. One-fourth of them have discussed extension work with some of them. On the other hand, 90 percent have discussed their work with the parish school superintendent, 77 percent with school boards, 92 percent with principals, and 92 percent with teachers.

Business People: Six in 10 feel they have been very successful in their involvement with business groups; one-fourth feel they have been fairly successful. A third feel their involvements with leaders of business groups have been very successful; a fifth feel they have been fairly successful.

Mass Media Groups: Half feel they know all the mass media personnel in their parishes well; a quarter know most of them well. Seven in 10 feel most of them look to Extension as a news source; a quarter think some of them do. A third feel that mass media people are helping them in their work; another third feel some of them are. However, 17 percent have involved most of them, 29 percent have involved some of them, and 16 percent have involved a few of them in developing the parish extension program. Half have discussed the Scope Report with none of them; a tenth have discussed it with most of them.

The Extension Organization Itself: Virtually everyone feels either proud or quite good about being identified with Extension. Two-thirds rate morale good and a third rate it excellent in their parish. Almost two-thirds think their offices are operating satisfactorily and a third think they are operating very efficiently. They are divided 2 to 1 on whether necessary information from administration reaches them promptly some or most of the time. There are virtually no complaints about conflicting interpretations from supervisors or about leave, salary, advancement, work rating, or insurance plans of the Service.

Two-fifths feel this survey will make them much more public-relations conscious than they were before thinking through the questions; another two-fifths feel it will make them some more conscious of their public relations. Two-thirds feel they need some more training in public relations, a fifth feel they need very much more training in this area.

Individuals and Families: Two-thirds feel their program for commercial farm families is fairly adequate, a fifth feel it is very adequate. Over half believe the public does not feel they are neglecting their farm public in extending services to nonfarm families. Two-thirds feel they are meeting the needs of nonfarm groups fairly adequately, but half are making changes in their regular methods to work with nonfarm groups.

The division is 4 to 1 on agent opinions that committee members are selected to represent their organization or serve as individuals. Two-thirds feel committee members receive guidance from their groups sometimes; three-fourths feel they keep their groups informed sometimes.

15. Mauk, W. S. PUBLIC RELATIONS IN FOUR-H CLUB WORK. 115 p., typewritten. Fort Collins, Colo. State U., 1961.
Master's report (M. Ed. in Ext. Ed.), Colo. State U.

In assembling this synthesis of the public relations concept, tailored to the 4-H Club agent position in Extension, the author has drawn on more than the usual number of sources outside of the immediate extension research field. To add depth through specific examples to his presentation, he incorporates material from his own survey of public relations work in Kit Carson County, Colo.

The latter was accomplished by mail questionnaire in late winter, 1961. Using lists available in the county office, he sent 253 1-page questionnaires to 55 4-H leaders, 66 friends of 4-H, and 132 4-H members. He received 163 replies from 37 leaders, 44 friends of 4-H, and 82 members. He analyzed the replies by means of coded data and Unisort cards and presents his findings in terms of percentages and rankings.

In terms of the percent checking the "true" category (88), the leading descriptive comment about 4-H Club work, from a suggested list of 13, is: "The value of 4-H work is appreciated most by those who understand what it is." Second most frequently checked (83 percent) is: "4-H members are stimulated to do better work by contests and competitive exhibits."

Selecting from a list of five, most respondents (64 percent) consider the statement, "4-H builds character through recognition and appreciation of standards of performance, justice, initiative, loyalty, and dependability," as the one they like best about 4-H Club work.

In terms of percentages checking the "much" importance category, the major way to improve knowledge of 4-H Club work, from a suggested list of 19, is 4-H fair exhibits (89), followed by annual county 4-H achievement program (60), community improvement projects by 4-H groups (58), newspaper stories (55), community activities of 4-H members, leaders, and agents (51), and cooperation of 4-H with other groups (50).

He also makes some comparisons by respondent groups — leaders, friends, and members. Then he used the findings, plus his observations in the county and his understanding gained through exploring the literature, to work out details for a suggested public relations program in 4-H for the county.

16. Stroup, G. E. OKLAHOMA WHEAT PRODUCERS ATTITUDES, OPINIONS AND KNOWLEDGE OF GOVERNMENT WHEAT PROGRAMS AND RELATED PUBLIC AFFAIRS ISSUES. 260 p., typewritten. Ithaca, Cornell U., 1961. Thesis (D. Ed. in Ext. Ed.), Cornell U.

For purposes of developing guides for public affairs educational work by extension personnel, the author assesses the understanding of and opinions about selected agricultural programs that are held by Oklahoma wheat producers. He designed a 10-page instrument that could have been used as a questionnaire but, on this occasion, was administered in an interview situation by the county agents in the study area.

Respondents were selected by random list sampling methods from wheat growers in a 9-county area that constitutes one of the major wheat growing areas of the State. Usable replies were secured from 182 of the 190 selected farmers. They gave information to help the author (1) characterize wheat producers in the area, (2) learn their opinions and understanding of existing wheat acreage allotment, price support, alternative wheat program, and related agricultural policy issues, (3) determine how well they are informed about wheat programs and related issues, and (4) relate selected socioeconomic variables to opinions and understanding of these issues.

He starts his analysis by setting up and discussing the categories for his socioeconomic variables: Age, size of farm, farm operator status, farm tenure status, years of farming experience, size of wheat allotment, social participation, agency contacts, extension contacts, education, and farm organizations. He ran chi-squares on all relationships and lists those that reach or exceed the 95 percent confidence level. These and other relationships involving opinions and understanding, sometimes by county, were similarly tested and the results are noted. Summary tables of the relationships are included in the appendix section, along with percentage data regarding the proportion of times each variable is involved in a statistically significant relationship.

Two-thirds of the respondents do not like the present wheat allotment program. Major reason given is not a democratic method and does not give small farmer enough acreage. Nevertheless, three-fourths feel some controls on wheat production are necessary. About half of them suggest quantity controls; a fifth suggest acreage controls.

Two-fifths would continue the current wheat allotment program. Major reason they give for failure of the program to control production is not enough teeth in the present law. One-fifth favor the U. S. Department of Agriculture rather than Congress setting allotments; the rest are opposed or undecided. When asked which group they would rather have make acreage allotments and set price support levels, half would have it be a joint responsibility of the Department and Congress, about an eighth each would favor one or the other, and one-fourth are undecided.

The author evaluated a series of replies designed to learn respondent knowledge about various aspects of the wheat allotment program and alternatives. He concludes that 15 percent of his respondents have a good understanding of the term "marketing quota," and 10 percent have a good understanding of the term "parity."

After a discussion of alternatives, the respondents select the plan they favor. About a third choose a plan calling for no acreage allotments but with quantity controls on the marketings for human consumption and 100 percent of parity, the balance to go at whatever price it will bring as livestock food or on the foreign market and without price supports.

In general, the respondents are relatively unfamiliar with the terminology in the area of government wheat programs and do not know pertinent statistics. Although they know something about the relative advantages and disadvantages, they have not consolidated their thinking sufficiently to be able to produce objective reasons for their preferences.

They are not satisfied with the existing program but they realize some form of program is necessary. Their lack of familiarity with alternative programs makes it difficult for them to take a firm stand on what kind of program they want. It is evident this survey has pointed up sufficient educational needs, based on awareness levels, socioeconomic variables, and opinions, to supply agents working in public affairs projects, at least in the 9-county area, with abundant leads for designing needed informational projects.

Working conditions:

17. Alexander, F. D. STUDY OF AGENTS LEAVING EMPLOYMENT IN THE NEW YORK EXTENSION SERVICE DURING 1958 AND 1959. Cornell U., O. of Ext. Studies, Special R. 5. 34 p. Ithaca, 1961.

A survey of county agent personnel, who left the New York Extension Service during 1958 and 1959 for reasons other than retirement, was conducted with the aid of a pretested mail questionnaire. Of the 125 agents, 26 of 38 agricultural agents, 26 of 50 home demonstration agents, and 20 of 37 4-H Club agents responded.

At the time of termination of service, a sixth each of the respondents were agents or associate agents and two-thirds were assistant agents. Slightly over a third had served for less than two years; the median tenure figure is 2.8 years. According to a broad classification of reasons for resigning, the major one is circumstancial (34), with the major sub-category being family responsibilities (20); reasons unfavorable to Extension (28); asked to resign, etc. (6), and no information (4).

Eighteen of 21 indicated they received higher salaries on their new positions, for a median increase of $850 per year. Of the 26 categories of new positions mentioned, including unemployed, the major one is homemaker (19), followed by public school teacher (11), and student (5). No other position claimed more than four.

In a series of questions regarding their former work in Extension, the respondents tend to express opinions favorable to the Service. Quite frequently the largest percentage tend to give a neutral answer. However, among those checking a more positive statement, there are more giving answers favorable to Extension on questions concerning treatment as a professional worker, both when compared with other public agency workers and with business and industrial workers, and hours of work. On the other hand, Extension does not fare so well on questions about pay for comparable work.

Three-fourths feel they received all the help they needed from State leaders. Over four-fifths feel they were at least reasonably free to discuss problems of work with them. A third feel they received completely impartial treatment from them; another two-fifths feel they received impartial treatment with some exceptions. Two-thirds feel their chance for a hearing from them was very good, and over half feel they almost always got credit from them for good ideas or suggestions.

Two-thirds feel they received all the inservice training they needed for their work. Following are the percentages which feel they received all the inservice training they needed in selected areas: Working with other staff members, 59; planning meetings, 57; program planning, 56; conducting meetings, 53; working with committees, 50; organizing work from day to day, 47; organizing groups, 41; evaluating work, 40; and training leaders, 30.

The author constructed a satisfaction-with-Extension score based on 20 questions. In terms of percent of maximum favorable reaction, the median score is 79.4; it is 82.5 for former home demonstration agents, 80.4 for former 4-H Club agents, and 74.9 for former agricultural agents.

Throughout, data are presented for making comparisons by agent category. Some detailed information on inservice training and volunteered suggestions of ways to improve the Service, as well as opinions about the Service, are included in the appendix section.

18. Heckel, M. C. A COMPARATIVE ANALYSIS OF FACTORS ASSOCIATED WITH RESIGNATION AND TENURE OF MALE COUNTY EXTENSION AGENTS IN THE SOUTHERN EXTENSION REGION. 164 p. Ithaca, Cornell U., 1961.
    Thesis (Ed. D. in Ext. Ed.), Cornell U.

Because of his awareness of the outright and intangible costs of personnel turnover and his interests in extension training matters in general, the author desired to learn what he could about reasons why county extension personnel resign. He decided to use mail questionnaires (copies of instruments in the appendix section) to secure his data from white male agents in the Southern Extension Region.

His three categories of respondents include all agents who resigned during 1959 (145 approached, 111 replied), a sample of assistant agricultural agents who were still employed at the time of the study (241 approached, 228 replied), and 15 agents who had retired during 1959. In his presentation of findings, geared to his six major hypotheses, he presents results of chi-square tests of significance of difference between the resigned and active groups and comments in descriptive fashion on information supplied by the retired agents.

He notes no significant differences (.05 level) between the two major groups on age, marital status, number of dependents, tenure, undergraduate preparation, or graduate training. However, some of the nonsignificant differences, observable in his tabular presentations, suggest possible areas for further exploration by other means.

Reasons given most frequently for resigning are higher salary, opportunity for advancement, better for rest of family, take higher status job, too much reporting, and too much night work. The first two, in reverse order, are most frequently checked as the most important reason.

Although 58 percent rate their extension experience as very satisfactory, the committed are equally divided (48 percent each) as to whether or not they would accept another job with Extension. Virtually all of them received higher entrance salaries on their new positions than they were earning at resignation from Extension; the largest group (53 percent) began earning $500 to $999 more per year. Forty-two percent took the initiative in seeking a new position; 45 percent were contacted.

In a chapter on awareness of role, and preparation to function in that role, the author finds several comparisons in which the major groups differ significantly. The resigned agents are more likely to rate the role more difficult to understand. They are less likely to consider the extension program and their own particular job well defined. Although both groups consider their first county agent the best source of definition of their jobs, a smaller percentage of the resigned group select him for this distinction. Rather surprising is the fact that resigned agents felt themselves unprepared to handle tasks given them during their first year of employment much less frequently than did active agents.

Resigned agents are more inclined to consider supervisors less helpful to them during their first year of employment and more distant in their work relations with them. In line with this, they felt less free to discuss matters with supervisors and did not feel they were so likely to receive credit from administrators and supervisors for good ideas and suggestions. They also felt they had less part in program and policy determination.

The resigned agents tend to rate morale of the Service significantly lower than the active agents do. They feel other public agencies, as well as business and industrial employers, treat their employees better.

The groups are about equally distributed on their estimates of the adequacy of needed training they received in 10 selected extension function areas. Following is a ranking on resigned and active agent ideas of importance of the work in the 10 areas: Program planning, 1-1; training leaders, 2-2; organizing work, 2-4; organizing groups, 4-3; evaluating work, 5-5; working with other staff, 6-6; conducting meetings, 7-8; working with committees, 8-9; planning meetings, 9-6; and relationships with other agencies, 9-10.

Also included is a lengthy section of quotations from the remarks of the three categories of respondents regarding ways to improve the Service. These are not readily subject to quantification, but should prove helpful in planning future objective explorations. Leading topics suggested include better public relations, better definition of audience and the program, an improved performance rating and salary system, more induction training, better definition of the role of the agent, better agent-supervisor interaction, and more local level planning. However, it is evident the three groups will not agree on methods of accomplishment.

See also Study 9.

General:

19. Brannan, B. J. A STUDY OF SELECTED PROGRAMS IN HOME ECONOMICS RESIDENT INSTRUCTION AND AGRICULTURAL-HOME ECONOMICS EXTENSION IN LAND-GRANT INSTITUTIONS AND PROPOSALS FOR THE FURTHER DEVELOPMENT OF THESE PROGRAMS. 436 p. Stillwater, Okla. State U., 1961.
Thesis (Ed. D. in Home Econ. Ed.), Okla. State U.

To gain a better understanding of how the training of home economics personnel — resident and extension — might be handled, the author has made (1) an intensive study by personal visitation of the home economics programs at six major land-grant institution (Cornell University, Iowa State University, Michigan State University, The Ohio State University, Oklahoma State University, and the University of Wisconsin) and (2) a less intensive mail survey of home economics programs at 14 other institutions.

She reports in great detail on her observations and presents a descriptive outline that synthesizes what she considers to be the more desirable features of the existing programs into one that might be suitable for a major land-grant institution to adopt. She comments on the undergraduate program, the graduate program in extension education, the inservice training program, the extension research program, and the program to coordinate resident teaching, research and extension phases of home economics work at land-grant institutions. In the course of this presentation, she brings in such considerations as the administrative setup; underlying philosophy, purpose and objectives; methods of carrying out the program; and means of evaluating the program.

In the text, these topics are treated in summary fashion; in the appendix section are supporting details on the six major institutions visited and statistical material and pertinent organizational and methodological suggestions gleaned from the mail survey among the other 14 institutions. Included are course lists, training program outlines, notes on personnel qualifications and arrangements, and remarks about current activities and programs. Also in the voluminous appendix section are copies of her interview guide for use during her visits and the mail questionnaire.

20. Flint, B. AN ANALYSIS OF THE TRAINING NEEDS OF SELECTED EXTENSION AGENTS IN THE NORTHERN EXTENSION DISTRICT OF LOUISIANA. 93 p., typewritten. Baton Rouge, La. State U., 1961.
Thesis (M. S. in Agr. Ext. Ed.), La. State U.

This is a survey of felt training needs of the white extension personnel who were employed on July 1, 1960, in the northern extension district of the Louisiana Extension Service. Data were assembled by pretested mail questionnaire (copy in the appendix section). Replies from 82 of the 88 agents approached are analyzed by percentage comparisons in terms of the nine areas of emphasis suggested in the Scope Report, and 45 selected subareas dispersed under them.

Following are the summary percentages for each of the major areas, by degree of help needed (very much, much, some, little or none) first by tenure (up to 9 years-over 9 years); next by formal education (B. S. degree-M. S. degree); and then by sex (male-female).

Program planning: (8-19, 33-26, 49-45, 10-10), (16-8, 32-26, 43-56, 10-10), and (8-22, 30-30, 49-45, 13-5). Program execution: (7-13, 27-16, 48-50, 18-21), (13-3, 24-17, 44-57, 19-22), and (7-15, 21-24, 51-44, 22-17). Evaluation: (12-26, 53-42, 31-27, 4-4), (21-16, 49-48, 28-32, 4-4), and (13-28, 52-43, 30-29, 5-2). Agricultural production and marketing: (14-19, 27-26, 40-39, 19-15), (19-10, 25-30, 41-37, 14-23), and (15-18, 29-23, 41-37, 15-21). Youth development and family living: (10-23, 34-21, 40-39, 16-17), (19-10, 29-26, 39-42, 14-22), and (12-21, 29-26, 43-35, 15-19).

Farm and home management: (10-21, 33-20, 40-42, 18-17), (20-4, 29-22, 36-51, 15-23), and (11-21, 25-30, 47-33, 19-17). Leadership development: (14-20, 35-27, 38-41, 13-12), (20-8, 33-29, 38-43, 9-20), and (12-22, 35-27, 38-41, 14-10). Community and resource development: (6-13, 23-27, 53-40, 19-20), (11-5, 21-32, 52-35, 16-27), and (9-10, 24-25, 47-48, 21-18). Public affairs: (4-24, 37-28, 44-39, 6-10), (16-24, 37-22, 42-40, 5-14), and (21-16, 30-36, 39-46, 11-3).

Certain of the subareas show up quite conspicuously as topics on which training is needed. The following were checked "very much" or "much" by more than half of the respondents (combined percentage in parentheses): An understanding of the procedures used in evaluating an extension program, and how to "build in" evaluation procedures into program plans (67 each); how to develop one's own leadership abilities, and a knowledge of public affairs, issues and problems as they relate to the Extension Service (60 each); a knowledge of the techniques of selecting and training leaders (57).

An understanding of the processes involved in the marketing of agricultural products, and how to involve people in the study and analysis of their problems (55 each); how to develop teaching objectives to be used in the execution of the extension project or program (54); an understanding of the procedures involved in efficient agricultural marketing (53); how to determine the leadership resources within a group (52); and an understanding of the sources of and efficient use of credit in farm and home management, and a knowledge of the techniques of effective counseling (51 each).

See also Studies 3 and 37.

Preservice:

21. Holle, M. D. THE IMPORTANCE AND VALUE OF CERTAIN ASPECTS OF THE KANSAS PRESERVICE TRAINING PROGRAM FOR PROSPECTIVE HOME ECONOMICS AGENTS. 68 p. Ithaca, Cornell U., 1960.
Thesis (M.S. in Ext. Ed.), Cornell U.

Since 1947, Kansas has had a program of preservice training for prospective home economics agents. This consists of recruitment, undergraduate courses at Kansas State University, and a 2-month period of field experience between the trainee's junior and senior years at the University in a county with a well qualified trainer agent.

From time to time needed changes are made in the various elements of the program. The author conducted this survey to learn what changes might presently be in order. Her study is based on information supplied by mail questionnaire by recently employed home economics agents, since July 1, 1955, and the junior assistant home economics agents in training during the summer of 1959. She asked them for opinions of various aspects of the program and included several knowledge questions about the program. She received replies from all but one of the 88 young women in her sample.

Most of her comparisons are among the 23 home economics trainer agents, the 33 other home economics agents, and the 32 students. Many have a subsort on knowledge score on a 17-item multiple-choice test. Supporting tables are in the appendix section.

One encouraging sign as to the efficiency of her test is that trainer agents score higher than other agents and both score considerably higher than students. Furthermore, the agents who score higher have higher efficiency ratings from supervisors.

For the student group, more of those who score higher tend to have been 4-H Club members 5 years or more; to have parents engaged in farming and active in the extension program; to have been students at Kansas State University, to have been enrolled in the extension option, and to have taken extension courses; and to have had junior assistant training in all of the recommended areas.

Following are the numbers of each group that assign "major importance" to these areas of the junior assistant training program (based on 23 trainer agents, 32 other agents, and 32 students): Responsibilities of home agent (23-28-28), advantages of Extension as a profession (18-18-21), extension council and executive board (17-14-19), county home economics advisory committee (17-25-22), extension teaching methods (16-17-28), how to plan extension meetings (15-21-22), how to make personal contacts (14-19-28), how to prepare visual aids (13-15-20), how to get acquainted with people in the county (13-23-28), how the home agent becomes a part of the community (12-19-16), office procedures (10-19-17), how to work with other organizations and agencies (10-12-21), extension program planning methods (9-18-26), reports (8-16-17), responsibilities of State office personnel (6-6-8), responsibilities of agricultural agent (5-5-6), and responsibilities of 4-H Club agent (5-6-9).

Similarly listed are totals assigning "major importance" to these courses in the present extension option: Pattern study and garment construction (18-26-26), extension methods for home economics (18-24-22), home management (17-27-21), methods of teaching home economics (17-23-20), development and guidance of youth (15-26-27), general psychology (15-22-12), family relationships (14-23-21), home management laboratory (14-20-11), extension organization and policies (14-25-20), tailoring (12-23-22), foods II (12-28-27), consumers and the market (10-12-18), child guidance I (9-16-17), families in the American economy (8-12-12), household physics (5-10-6), and clothing economics (4-10-13).

Also similarly listed are totals assigning "major importance" to selected electives to supplement the extension option: Demonstration techniques (20-27-0), journalism (15-16-16), adult education methods (14-19-19), human relations (13-15-0), audio-visual aids (13-20-18), advanced speech (12-16-0), radio (9-10-0), sociology (7-8-7), television (5-9-0), and recreation (3-9-7).

Inservice:

22. Johnson, J. A. A CONTENT ANALYSIS OF THE 1959-1960 COMMUNICATION TRAINING PROGRAM OF THE PURDUE UNIVERSITY COOPERATIVE EXTENSION SERVICE WITH EMPHASIS ON CERTAIN COMMUNICATION PRINCIPLES. 289 p. Lafayette, Purdue U., 1960.
Thesis (Ph. D. in Speech), Purdue U.

During 1959-60, the Purdue University Extension staff conducted 11 inservice training workshops in communications for its personnel. Some 135 were in attendance although some individuals attended more than one workshop. The author recorded the oral content of each workshop on tape and made detailed content analyses according to 10 categories of communication principles selected from the literature.

In all, 130:57 hours of recordings were made, of which 51 percent were believed to pertain to the principles under consideration. The rest would be the usual filler, pauses while showing or illustrating something without comment, side comments, vocalized pauses, and the like. These decisions are based on examination of all tapes by 5-minute intervals, using methods and criteria developed by the author and partially validated by having six colleagues score samples from five workshop tapes (better than 80 percent agreement on each). He also checked some of his own ratings after 2 months and found 95 percent agreement.

He includes some notes on need for workshops and a rundown on the history, purpose, content, methods, and continuity of each of the 11 under consideration. He summarizes his content analyses for all the workshops and then for each one separately. In addition to the principles categories, he has another breakdown in terms of nature of session — instruction lecture, student assignments, and evaluation.

Of the 130:57 hours taped, he calculates that 61:07 hours were devoted to instructor lecture situations, 28:55 hours to student assignments, and 40:55 hours to evaluation. Of these, he calculates that 25:18 instructor lecture hours, 11:40 student assignment hours, and 29:36 evaluation hours were concerned with principles. Of these, the following percentages of time were devoted to the 10 principles (all workshops, instructor lecture, student assignments, and evaluation, respectively).

Purpose, 3-4-5-1; adaptation, 41-51-18-42; knowledge, 6-5-12-5; clearness, 13-12-11-15; organization, 24-19-31-24; movement, 5-2-13-4; simplicity, 4-4-9-3; originality, 1-0-0-2; brevity, 3-2-1-4; and humor, 0-0-0-0.

These percentages vary widely when the workshops are analyzed separately. Detailed information on each, by day, is given in the appendix section, together with data on the validation tests.

23. Sherer, R. L. INSERVICE TRAINING NEEDS AS PERCEIVED BY MEN EXTENSION AGENTS ENGAGED IN FARM AND HOME DEVELOPMENT WORK IN ALABAMA. 97 p., type-

written. Ithaca, Cornell U., 1961.
Thesis (M.S. in Ext. Ed. and Agr. Econ.), Cornell U.

Agent ideas on how well they are qualified to handle their responsibilities in the Alabama farm and home development program may be inferred from this study. Fifty-seven of 66 agents whose major extension task is the farm and home development program in their respective counties supplied information for this analysis. They replied to mail questionnaires with estimates of their training needs in 40 suggested areas, together with how they think training in each area can best be given.

The author computed weighted need scores in terms of their replies and comments on those areas in which the average score is 2.00 or higher, indicating a collective need of "could use some training" (2.00) to "training badly needed" (4.00). Twenty-seven areas score in this range.

Following are the ones, with weighted score, for which at least 10 percent of the respondents specify training is badly needed: Getting people motivated to take action on recommended practices, 2.47; planning future adjustment in farm businesses on basis of records, 2.47; getting participating families to maintain accurate records, 2.45; news story writing, 2.45; pointers on refinancing farm businesses, 2.41; creating favorable attitudes in farm people about adopting recommended practices, 2.25; how to use farm records for public relations purposes, 2.18; teaching goals and values to farm people, 2.16; and records necessary for tax purposes, 1.91.

For checking how training should be given in the different areas, the agents were given five options — area meetings, district meetings, State meetings, correspondence from specialists, and specialist visits to county. Of the 27 areas scoring 2.00 or higher on need for training, agents favor area meetings for 16 and district meetings for 11. Specialist visits rank third most of the time.

After the general need survey, the author makes similar comparisons by tenure of agent, agent status, and whether or not enrolled in the masters degree program in agriculture at Auburn University. He notes levels of consensus on needs by grouping selected areas under four major ones and ranking them on weighted scores. He computed the following rank order correlations between 28 agents and 29 assistant agents, between 20 agents with 11 or more years of experience or 10 years or less, and between 28 agents who have enrolled in the master of agriculture program at Auburn University and the 28 who have not, on the four major areas:

Teaching methods and techniques, .74, .64, and .80; farm and home development methods, .54, .65, and .70; farm management and farm records, .43, .84, and .68; and communications, .39, .54, and .66.

See also Study 17.

Graduate study:

24. Worcester, D. A. THE NATIONAL AGRICULTURAL EXTENSION CENTER FOR ADVANCED STUDY. AN EVALUATION. 40 p. Madison, U. of Wis., Natl. Agr. Ext. Ctr. for Advanced Study, 1961.

This is both a summary report and an evaluation of the work of the National Agricultural Extension Center for Advanced Study. The author, an emeritus professor in educational psychology and measurement at the University of Nebraska, has used an assortment of methods to arrive at his conclusions. Among them are personal observations as a participant in the work of the Center; intensive interviews with former and past Fellows of the Center; consultations with other professional personnel of the site institution (the University of Wisconsin), the Federal Extension Service, and several State extension directors; and analysis of both objective and subjective data on operations, objectives, and accomplishments of the Center.

The body of the report is descriptive, including statements of the general background and setting, the program, characteristics of the Fellows, evaluations of the Fellows and the staff, and ongoing activities of the Center. Included as appendix items are an annotated bibliography of formal publications of the Center, a classified list of theses and dissertations of

Fellows of the Center, a list of former Fellows with their former and present positions, and a list of the present Fellows (spring 1961).

Recommendations include a statement to the effect that continued outside financial support is justified; that continued effort at building up an outstanding permanent professional staff is vital; that the administrative organization should continue to strive for an inter-disciplinary emphasis, in both fact and name; that a home economist should be on the permanent staff; and that efforts to upgrade the quality of research should continue.

The author also recommends that a standardized curriculum be avoided in the interests of assuring the broadest development of each student, and that the Center staff remain flexible in its overall philosophy of extension administration. He praises the program of seminars and workshops and encourages the staff to remain personally active in research. He acknowledges the value of maintaining high standards of scholarship in the selection and grading of Fellows. He reintroduces the nondegree concept as an alternative for those who desire to learn but do not care for the pressure of making a grade and accomplishing other requirements for the degree during the seldom adequate period of leave granted from the home institution.

ORGANIZATION OF PEOPLE TO PARTICIPATE IN EXTENSION

General:

25. Ashment, A. D. AGRICULTURAL EXTENSION ADVISORY COMMITTEES IN WYOMING. 120 p., typewritten. Laramie, U. of Wyo., 1961.
Thesis (M.S. in Agr. Ext.), U. of Wyo.

Because of his supervisory responsibilities in Wyoming, the author desired to know more about his county advisory committees. With the aid of colleagues in the county extension offices, he arranged to send questionnaires to all agricultural extension advisory committee members in the 23 Wyoming counties.

The 45-item instrument asked for information about member backgrounds and their opinions about advisory committee work. All but the final question could be answered by checking the appropriate category among those suggested. The last one asked for general comments about anything the respondent felt should be considered in the study.

Replies from 287 of the 376 committee members were received in time for the analysis. Findings are presented under six major headings. Frequently they are broken down by sex (182 men and 105 women) or farm-nonfarm (217 farm and ranch people and 70 town and city people).

I. General information and background: The modal age group of respondents is 41 to 45 years. Eighteen percent have less than high school education; 34 percent terminated their formal education with high school graduation; and the rest have at least some college education. Seventeen percent have participated in extension-sponsored programs 5 years or less; 25 percent have participated in them 21 years or more. Over half (56 percent) have served on planning committees 2 years or less. The fact that a larger proportion of nonfarmers is in this group is evidence of the expanding role of nonfarmers in extension planning. Most respondents can be considered old-timers in the area; 61 percent have lived in the present county over 25 years.

Members serve on up to 12 other boards or committees in their county. Eighty-three percent of the men and 53 percent of the women are active on 2 or more other boards or committees. About a third were past members of 4-H Clubs; 71 percent of their children are or were members.

II. Committee organization: Most members were notified of their appointment by the agricultural agent or by a letter from him, frequently by both methods. They prefer to have new members selected by the agent and committeemen jointly. Size of committees ranges from 7 to 40, with most members feeling the size of their own committee is satisfactory. However, the modal size is 11 to 15 members.

III. Understanding of committee responsibilities: Three-fourths of the respondents feel they understand their responsibilities fairly well. Although there is general agreement that they need more instruction in most aspects of their responsibilities, a third or more mention having received instruction in general operations of the Extension Service, data and statistics of the county, recognizing problems, program planning, and carrying out the extension program.

The following percentages of respondents consider these to be very important topics for further instruction: Duties and responsibilities of advisory committee, 58; planning county extension program, 45; carrying out county program, 42; purpose and objectives of Extension, 40; and determining priorities on problems, 40.

Two responsibilities, in terms of percent checking the "very much" category, are considered to be: Do long-range planning on important problems, 62; help extension agents put program into action, 60; and determine the problems in the county with which Extension should become involved, 55.

In terms of percent checking "very important," they consider the best ways to check the county agent on effectiveness are: His technical knowledge, 85; by the special services he performs, 67; how he conducts farm and home visits, 66; how he conducts meetings, 62; and by the reaction and comments of people, 60.

IV. Committee participation in planning programs: Over three-fourths of the respondents feel county programs should be planned by the agents and committeemen working together. Two-thirds feel the committee determines some of the program; one-seventh feel it determines very much of the program. Almost half feel agents occasionally influence committee decisions very often. Two-fifths say they base their decisions occasionally on what they think agents expect; slightly over a quarter say this occurs very often. Nevertheless, about two-thirds of them feel agents follow their suggestions.

Respondents tend to favor having either 2 or 4 meetings a year. Among those who failed to attend all meetings, being too busy (54 percent) is the major reason given for not attending, followed by bad weather (25 percent) and not notified (12 percent).

V. Public relations and relationships with extension agents: Seven-eighths are proud of being members of advisory committees. Two-fifths very often find occasion to discuss extension work with other people. They feel agents should cooperate most with other local agricultural organizations (85 percent checking the "very much" category) and next most with other State and Federal agencies (51 percent). The following percentages feel agents presently are giving very much help to these categories of clients: 4-H Clubs, 98; farmers and ranchers, 76; homemakers, 70; and nonfarm families, 23.

Over two-thirds feel relationships between their committee and extension agents are excellent; the balance feel they are good. Three-fifths occasionally compliment agents, and about the same number feel there would be no difficulty in discussing with them jobs not well done.

VI. Educational value in serving on the committee: A third or more feel that membership on their committee helped make them understand very well the following: The purpose of Extension, Extension's relationship to the University of Wyoming, how the program is carried on, organization of the Agricultural Extension Service, and what the program includes.

26. Beckstrand, G. L. ORGANIZATIONAL AND OPERATIONAL PROCEDURES OF EXTENSION PROGRAM ADVISORY COUNCILS, CHARACTERISTICS OF COUNCIL MEMBERS AND THEIR APPRAISAL OF THEIR COUNCIL OPERATION, IN SELECTED COUNTIES IN OREGON AND COLORADO. 200 p., typewritten. Madison, U. of Wis., 1959.
Thesis (Ph. D. in Coop. Ext. Admin.), U. of Wis.

After a preliminary survey among 11 States in the Western Region, the author decided to conduct this study of the county extension program advisory council function by sampling in Colorado and Oregon. He selected six counties in each State and was able to obtain data from 11 of them. His informants are 110 county council members — interviewed in group situations — 35 county extension workers, and 15 State extension supervisory personnel.

Data are analyzed mainly in terms of satisfaction with selected council procedures and functions and ideas of importance and performance, sometimes for all respondents, sometimes by States, and sometimes by the three categories of respondents. Rankings of weighted scores are used quite frequently and rank order correlations have been run where appropriate. Also, some chi-squares have been run on some regroupings.

First, the author presents some data on the council members. He finds that, in terms of county norms, the members are not representative of their counties. They tend to be older and better educated and to have higher percentages of men, farm residents and farmers in their membership. The farmer members tend to have larger than county average size of holdings.

According to the members, the following percentages say these conditions prevail in their councils: They view program planning as a long-term process, 91; they evaluate program accomplishments, 84; their agent and council chairman prepare meeting agenda together, 82; each member represents an organization or commodity group, 79; their assignments are general in nature, 72; they inform local people of council progress, 72; they meet at regularly scheduled times, 38; they have a written guide, 27; and there is provision for rotation of membership, 13.

During his interviewing, the author noted frequent occasions when his respondents were unaware of actual situations, particularly about the existence of a formal statement of purpose. Although this tends to detract from the value of their replies, he reports on their feelings of satisfaction with selected organizational and operational procedures.

In terms of weighted mean scores for 16 selected procedures (3-point scales), council members indicate greatest satisfaction for (overall rank order and placement by Oregon and Colorado members, respectively): Use extension personnel as resource people, 1-1-2; membership is broadly representative, 2-3-1; elect permanent officers, 3-3-2; council remains in existence year after year, 4-6-4; and view program planning as a long-term process, 5-3-9.

Those at the other end of the array, indicating those functions with which members are least satisfied, are: Assignments broad in nature, 11-11-12; assignments clearly defined, 12-10-14; evaluate *program accomplishments, 13-12-15;* members attend meetings regularly, 14-15-11; inform local people of council's activities, 15-13-16; and membership is rotated, 16-16-13.

Next respondents were asked to state their ideas of importance and performance of 19 selected council functions. This time the mean scores are examined by member, agent, and supervisory groups, ignoring State distinctions. As often is the case in such comparisons, performance scores tend to lag a half point or more behind importance scores.

Leading functions on importance (overall-members-agents-supervisors) are: Assist with determining needs and interests of people the council represents, 1-1-1-1; assist with developing long-range program, 2-2-2-3; maintain council membership and organization, 3-2-5-12; serve as sounding board for ideas and programs, 4-5-3-8; and determine program emphasis, 5-8-4-1.

Leaders on performance are: Assist with determining needs and interests of people the committee represents, 1-1-4-2; serve as sounding board for ideas and programs, 2-6-1-4; maintain council membership and organization, 2-2-3-10; and assist with carrying out extension program, 4-4-5-6.

See also Studies 39 and 52.

Agriculture

27. Voorhees, W. K. A STUDY OF THE CHARACTERISTICS AND CONTRIBUTIONS OF THE COUNTY PROGRAM PLANNING COMMITTEE MEMBERS. 72 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M.S. in Coop. Ext. Ed.), U. of Wis.

An application of the program planning process is made during six meetings of the 6-member dairy subcommittee of the Oconto County, Wis., program advisory committee. The author took advantage of the occasion to use a program planning process analysis instrument (the 5-step design developed by I. R. Jahns) to assist in relating characteristics of individuals to their contributions to the planning venture. He was also interested in learning the degree to which the members were employing systematic decision making.

Data were assembled by personal interviews with subcommittee members before and after the planning, tape recordings and typed transcripts of the meetings, and personal observations. Individual members made from 8 to 664 contributions, with most of them being of the task variety. After rating their contributions on quality and quantity criteria, the author assigned the members high, medium, or low overall ratings and used these groupings to explore relationships between selected background characteristics and participation ratings.

After observing tabular presentations of his data, he concludes there is no apparent relationship between degree of participation and age, education, participation in other organizations, and attitude toward Extension; but there may be some positive relationship between degree of participation and previous extension involvement, interviewer rating, and knowledge of Extension.

He concludes that all five steps of the decision-making process (identification of the problem, intellectualization of the problem, hypothesis, reasoning, and testing the hypothesis by action) were carried out in two of eight problems before the subcommittee. The other problems seldom got beyond token action on step II.

28. Dimit, R. M. NEEDS AND INTERESTS IN FAMILY LIVING AS REPORTED BY ASHTABULA COUNTY HOMEMAKERS. Ohio State U. Agr. Ext. Serv., ERP 5. 34 p. Columbus, 1961.

This survey of likely areas of home economics educational work for Ashtabula County, Ohio, homemakers was conducted via telephone interview (8 trained women interviewers using a 10-page legal size precoded schedule requiring 12-14 minutes to complete). Respondents were selected by purposive telephone directory sampling to secure 500 interviews approximately equally divided between urban and open country residents. Because of areas covered by the respective lines, the ultimate population (430 homemakers) contains almost equal proportions of city, small town, and open country residents.

In terms of modal groups, the respondents are town or village residents, in the $5,000-$7,000 income range with no income from farming, 30-39 years of age, not gainfully employed outside the home, and at least high school graduates. These percentages have the indicated utilities: Vacuum cleaner, 95; radio, 94; television, 93; sewing machine, 81; clothes dryer, 49; and home freezer, 40.

Not quite a quarter have been 4-H Club members; a quarter have children who have been 4-H Club members. About a third belong to one organization, one-fourth belong to none, and the balance belong to from two through nine. The sample contains one who is a home demonstration club member.

The ranking of favorite media sources of homemaker information is newspapers and magazines, television, radio, leaflets or bulletins, and meetings.

Following are major areas of interest with leading topics of interest or need for each: Clothing — construction; family life — general topics and parent-child relationships; family economics — half have definite spending plans and three-fourths keep records of expenses; home management — ironing; and housing and furnishings — one-fifth contemplate changes, half remodeling interiors, two-fifths redecorating inside and outside, one-fourth planning to buy new furnishings or equipment.

The major interests in community and county concerns are related to public schools, churches, employment opportunities, juvenile delinquency, taxes, local government, local roads, and health services — 40 percent or more each.

29. Fitch, M. E. HOUSING NEEDS AND VALUES AS THE BASIS FOR DEVELOPING AN EDUCATIONAL HOUSING PROGRAM FOR CANADIAN COUNTY, OKLAHOMA, EXTENSION SERVICE. 71 p. Stillwater, Okla. State U., 1961. Thesis (M.S. in Home Econ. Ed.), Okla. State U.

Covering many of the topics in the housing phase of the national home demonstration study, the author conducted a similar survey among home demonstration club members in her own county, as an aid to planning an extension housing program for her club members. She drew a random sample of 99 members from the club lists in Canadian County, Okla., and received replies to her mail questionnaire from 98 of them.

In line with samples drawn from club member lists, the bulk of her respondents are over 30 years of age, with the modal age group being the 40 through 59-year group. However, the membership of her families falls all along the age range, with 28 percent of the households having members over 60 years of age and 20 percent having members under 5 years of age.

The modal net family income group is $3,000 to $4,500 per year. The modal educational level is in the group that terminated formal education with high school graduation. However, 29 percent have had college training and half of these have the equivalent of bachelor's degrees. Eighty-eight percent of the respondents and 65 percent of their husbands do not work away from home for pay, indicating a heavy concentration of strictly farm people among the membership.

About three-fourths are home owners. Four-fifths have lived in their present home 5 years or longer. A fifth of the homes have been built since 1950; over half were built before 1930. This helps to explain why respondents report a third of the foundations and roofs and almost half of the sidings and porches are in fair condition or need repairs.

All of the homes have electricity, so the rate of possession of utilities is high —electric refrigerator, 92 percent; radio and television, 97 percent each; automatic washing machine, 45 percent; home freezer, 80 percent; and air conditioning, 39 percent. Statistics an other utilities include telephone, 97 percent; running water in kitchen, 90 percent; complete bathroom, 89 percent; bottled gas as source of fuel for cooking, 63 percent, and for heating, 84 percent.

Fifty-five percent made improvements costing $50 or more during the previous year. Idea sources for these improvements generally were their own or their husbands' but a fifth mention the Extension Service as a source and almost a fifth each mention woman's magazines and farm magazines.

Nine of these say they would have liked to have had more information to aid them in their planning. Thirty-five of 53 who contemplate housing changes would like information about remodeling (34 percent); redecorating (26 percent); wood refinishing for floors and woodwork and kitchen improvement (17 percent each); and adding rooms, bathroom improvement and purchase of major equipment (14 percent each).

Rank of values comes out the same whether considering percent who rank the value very important or number who give it first place on importance. The order among the six suggested values is comfort, family-centeredness, economy, privacy, beauty, and social prestige.

The author closes with a brief outline of a tentative home demonstration club housing program for a year (to be tried during 1962). A copy of her questionnaire is in the appendix section.

30. Fletcher, J. F. AN EVALUATION OF THE COUNTY EXTENSION PROGRAM BASED ON NEEDS AND INTERESTS INDICATED BY ONE HUNDRED HOME DEMONSTRATION CLUB WOMEN OF CARSON COUNTY, TEXAS. 149 p., typewritten. Denton, Texas Woman's U., 1960.
Thesis (M.S. in Home Econ. Ed.), Texas Woman's U.

Much information has been assembled for this report that would be of aid to a county home demonstration agent, in a similar situation, in making programing decisions. Actually, several surveys have been incorporated into this presentation. The major one deals with the needs, interests, and characteristics of home demonstration club members in Carson County, Texas.

Members in attendance at May 1959 meetings of the nine clubs in the county were given group interviews by the author who used a 6-part instrument. She obtained 100 usable records in this manner. Her analyses are in terms of frequency distributions, percentages, and rankings.

Although located in a relatively low density, rural type county with no large incorporated places, the members tend to be nonfarm rural residents who do not produce a great deal of their own food. However, the following percentages produce some or all of the indicated items: Green and yellow vegetables, 58; other vegetables, 49; eggs, 47; chickens, 41; and beef, 40.

Four-fifths use cake mixes, three-fourths use pudding mixes, and about half use pie filling mixes. Lesser percentages use other kinds of mixes. The main reason given for their use is the time and energy saving feature.

About half spend one-half to one hour preparing each main family meal; others use more time, but none more than 2 hours. Half or more have electric irons, mixers, vacuum cleaners, coffee pots, waffle irons, frying pans, and steam irons.

Respondents were asked a series of questions about the difficulty they experience in selected home management areas. The following percentages indicate they have occasional or much difficulty with: Clothing and grooming, 56; home furnishings, 53; food preparation, 48; health and recreation, 35; family economics, 35; food freezing, 23; and food canning, 19.

The author realizes age and awareness factors, as well as detailed subcategories within the areas, must be considered before making final programing decisions. Another factor is the degree to which the various areas are concerns of the particular respondent. These percentages of her respondents acknowledge some degree of participation in these areas: Clothing and grooming, 95; food preparation, 93; health and recreation, 90; home furnishings, 88; family economics, 80; food preservation - freezing, 69; and food preservation - canning, 59.

Leading home management difficulties, as indicated by percent mentioning something in the particular category, are planning time and work schedules, 47; community activities, 28; and caring for small children, 15. To make this portion of her analysis more objective, the author converted these volunteered answers into a check list and administered it a year later to 82 members. This time the leaders, in terms of percent checking the "first importance" category, are planning time and work schedule, 24; ironing, 18; garden and yard work, 16; and fatigue, 16.

She also has some food habits data that she checked by having 20 volunteer members maintain diaries of their food consumption for a week; 15 records were completed. She makes approximations that lead her to believe that these percentages are meeting or exceeding recommended intakes of: Calcium, 40; iron, 40; vitamin A (N. R. C. specifications), 67; vitamin A (Munsell specifications), 40; thiamine, 40; riboflavin, 40; niacin, 20; and ascorbic acid, 53.

See also Study 47.

4-H Club work:

31. Hull, G. E. A STUDY OF THE CHARACTERISTICS, FUNCTIONS, AND OPERATIONS OF STATE 4-H ADVISORY COMMITTEES IN SELECTED STATES. 248 p., typewritten. Madison, U. of Wis., 1959.
Thesis (Ph. D. in Coop. Ext. Admin.), U. of Wis.

Preliminary to his original explorations of the practical realities of the State 4-H Club advisory committee function, the author developed a theoretical ideal (current theory) from the research literature on the subject. He includes a lengthy chapter in which he reports on his findings, accompanied by appropriate interpretative and summary comments. He closes with an outline of the major characteristics, functions, and methods of operation of 4-H advisory committees, rating a concept as strongly supported if 10 or more of his selected list of authors support it, moderately supported if 7 to 10 support it, and mildly supported if 4 to 7 support it.

In the meantime he conducted a preliminary survey to learn which States had State level 4-H advisory committees and which ones would be willing to cooperate in a study of the committee function to the extent of (1) answering another questionnaire and (2) supplying the names of committee members who would be asked to answer a similar sort of questionnaire.

The survey produced information that 30 States had one or two State level committees and 25 of them would cooperate in the study. The author designed three questionnaires to be filled in, respectively, by (1) the State leaders of 4-H Club work (25 States, 30 leaders, 27 replies), (2) the State 4-H Club staff members (145 leaders, 122 useable replies), and (3) the State committee members (292 names supplied, 226 useable replies). There is considerable overlapping between the last two groups since many professional extension personnel are on advisory committees. The comprehensive instruments (copies in appendix section) solicited information on the realities (current practices) in committee work to be compared with the current theory data. They cover 20 functions; the literature survey produced 8.

Since the intended sample was the presumed universe, no statistical tests were considered necessary. As a result, most of the reporting is descriptive with summary statements supported by weighted scores (3 points) and rankings. To develop comparable verbal symbols, he equates scores of 1.00 through 1.66 with mild support, scores of 1.67 through 2.32 with moderate support, and scores of 2.33 through 3.00 with strong support.

Following are the functions examined, accompanied by verbal rankings on degree of support in theory (T), degree of stated importance by all respondents (I), or degree of stated performance by all respondents (P). (He has been able to group 13 of his functions on a par with or within the 8 functions from the literature.)

1. Advise on program content — strongly-T; determine areas for State

program emphasis — strongly-I, moderately-P; consider new program — strongly-I, moderately-P. 2. Advise on policy — strongly-T-I-P. 3. Assist in evaluation — mildly-T; evaluate current programs — strongly-I, mildly-P; evaluate current activities — strongly-I, mildly-P; make suggestions for changes — strongly-I-P. 4. Assist with problem solving — moderately-T, strongly-I, mildly-P. 5. Provide for communication — strongly-T; serve as a means of two-way communications for people represented — strongly-I, mildly-P.

6. Assist with coordination — mildly-T; coordinate 4-H with other extension programs — strongly-I, mildly-P; coordinate 4-H with other State youth programs — moderately-I-P. 7. Assist with public relations — moderately-T-P, strongly-I. 8. Bring problems to the attention of the administrator — mildly-T; bring problems which have not been communicated through regular channels to attention of administration — strongly-I, moderately-P; guide 4-H leaders in determining problems and needs of boys and girls — strongly-I, moderately-P.

In a similar manner he compares current theory and practice on advisory committee methods of operation. Theory mildly supports the concept that regularly scheduled meetings are desirable if the situation permits; it is moderately supported in terms of importance but not even mildly supported in practice. Theory moderately supports the concept that there should be definite objectives and goals; they are currently considered moderately important but are supported less than mildly in practice.

For the concept instruction and orientation of committee members, the ratings are strongly, strongly, and moderately supported; for subcommittees used as needed — mildly, moderately, moderately; for preparing and using an agenda — moderately, strongly, strongly; and progress reports to administrators — moderately, strongly, strongly.

Similar findings are presented in terms of a wide variety of background characteristics of committees and committee members. Considerable attention is given to interpretation and evaluation which lead up to 12 comprehensive recommendations.

32. O'Connell, T. E. A STUDY OF THE CHARACTERISTICS AND CONTRIBUTIONS OF PROGRAM PLANNING COMMITTEE MEMBERS. 59 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M.S. in Coop. Ext. Ed.), U. of Wis.

Program planning concepts and methods are examined in a county setting by use of personal interviews and tape recordings and typed transcripts of meetings participated in by six of the eight members of the subcommittee on youth work of the Oconto County, Wis., county advisory committee. The author wanted to know something about (1) the quantity and quality of individual contributions of members to the program planning venture, (2) possible relationships between selected background characteristics of the participants and their manner of participation, and (3) how well the members employed the five steps of the decision-making process in their planning.

Using the instrument for measuring individual performance of members in small group situations developed by I. R. Jahns, the author tabulated the oral participation of the members during five planning meetings. Total contributions by members range from 122 to 1,135, being divided fairly equally between task and self oriented contributions, although the more active participants tend to make a considerably larger proportion of task oriented contributions and the less active a larger proportion of self oriented contributions.

After assigning quality ratings to each member in terms or proportion of task oriented contributions, quantity ratings in terms of total contribution, and an overall rating, the author makes comparisons between overall ratings and selected background characteristics of members. The numbers involved rule out any positive conclusions, but the author feels there is some positive relationship between participation and age, education, previous extension participation and attitude toward Extension, but no particular relation between participation and occupation, participation in other organizations, rating by interviewer, and knowledge of Extension.

The author provides a table in which he summarized action taken on each of eight identified youth problems according to the five steps of the decision-making process and the nine criteria for accomplishing them. He assigns "O" if the criterion was bypassed, "X" if it was partially implemented, and "XX" if it was fully implemented. Purely by counting X's, it is apparent the process was not employed to a desirable degree, except for one problem; totals, out of a possible 18, are 2, 2, 4, 5, 10, 11, 11, and 15.

The criterion most frequently met (10 of 16) is "study of problem situation," followed by "substantiation of identified problem" (9 of 16). Both are under the step, "identification of problem." The X's for the other criteria range from 3 through 8 of 16.

33. Robichaux, W. E. A COMPARATIVE ANALYSIS OF THE COUNSELORS' ATTITUDE, THEIR PREDICTION OF THE CAMPERS' ATTITUDE AND THE CAMPERS' ATTITUDE TOWARD THE JUNIOR 4-H CAMP PROGRAM, LOUISIANA, 1960. 291 p., typewritten. Baton Rouge, La. State U., 1960.
Thesis (Ph. D. in Vo. Agr. Ed.), La. State U.

The 4-H junior camping program is a major item in 4-H Club work in Louisiana and the author has major responsibility for it at the State level. He designed this study as an overall evaluation of the program and to get detailed information on participant, counselor and camper, ideas about the program for purposes of determining the need for and nature of changes in the program.

He selected three parishes from each of the three extension districts in the State and designed instruments to get at (1) agent (counselor) thinking about various components of the camping program and what they believe the campers think of the same components and (2) camper ideas about the same components. His sample contains (1) all white agents in the nine parishes who had served as counselors at some time or other (117 eligible; 100 responded to his 21-page mail questionnaire) and (2) approximately a 10-percent sample of white junior 4-H Club members from the same nine parishes who had attended camp during the 1959 season (479 in sample; 369 filled out the 17-page questionnaire in group situations).

Most of the questions are designed to permit the respondent to indicate intensity, generally by means of checking 3-point or 5-point scales of importance, value, liking, satisfaction, amount, and so on. Some 47 aspects of camp life, from orientation and opening ceremonies through closing ceremonies and departure, are treated in this fashion. Frequent opportunities are provided for suggestions as to change.

Throughout, comparisons are among the three levels of evaluation. The descriptive analyses are supported by tables of percentage distributions. No sorts are made by sex, age, residence, or similar background characteristics of either counselors or campers, although the IBM coding system employed would allow for such sorting, should it be desired.

An overall comment about the evaluation would be that participants think well of most phases of the camp program. The views of agents and junior club members are in remarkable accord on many phases. However, the counselors are prone to underestimate camper opinions about many of them — considerably under on 34 phases — which may suggest (1) a lack of awareness on their part of the maturity of thought 10 to 14-year old young people are capable of or (2) a predisposition to accept overt behavior of campers as evidence of their opinions, discounting the fact that few people — certainly not youngsters in these formative years — are capable of living up to their ideals all the time.

In any planning decisions, likes and dislikes of individuals must be weighted against such factors as the intensity with which they hold these opinions and the educational objectivities of the program. A camper may dislike something about the program enough to mention it but not enough for him to dislike camping because of it, or to discourage him from going another time, or to refrain from encouraging a friend to go. Most of them can realize the timing, duration, or content of camp activities may not be entirely satisfactory, but they also can realize that another combination might be just as likely to have defects. Therefore, a planner must realize small differences in preferences should be noted, but they are not necessarily mandates for change. However, major objections should be given careful consideration when opportunities for change exist.

Campers are likely to downgrade the value of the various camp ceremonies and structuring methods, but the bulk of them do not object to them seriously. At any rate, it is difficult to say how much of their dislike is a consequence of not being able to participate effectively because of undeveloped skills and inexperience, or reluctance to enter into strange arrangements or situations.

The decision has been not to have a snack time before retiring. However, 70 percent of the campers and 40 percent of the counselors think this would be a good idea. The kind of dancing is not specified, but this is slightly favored by campers over the crafts and electricity classes. There is little objection to the small fee for crafts although there are isolated objections to the kinds of crafts that are taught and the number of projects that may be undertaken. Counselors are more inclined to think campers learn some from classes; campers are about equally divided in rating their learning as some or very much.

Unless fairly well is considered adequate, there is some feeling by both groups that the orientation on opening day could be improved. Half or more of the campers rate five aspects of general assembly as very good — group singing, announcements, naming winners, song and yell contests, and introducing guests.

Some form of slowing down period is necessary for young people; during a busy day there must be some relatively quiet moments. Counselors favor quiet activities over rest in cabins during the after-lunch rest period by 3 to 1; campers favor quiet activities by 3 to 2.

In terms of the percent liking the activity very much, the declining order of favorite afternoon activities of campers is swimming, softball, table tennis, badminton, volley ball, checkers, dominoes, and croquet. However, only swimming is rated this highly by more than half of the campers.

Although counselors contend there is little opportunity, at least directly, for campers to make suggestions concerning programs, activities, policies, and so on, quite a number of campers feel they have considerable opportunity to make their preferences known in these regards. When asked for suggested activities, other than the staple items of camp activities, counselors are most likely to suggest activities in the area of camping skills, archery, nature hikes, and crafts; camper preferences tend toward horseback riding, archery, target shooting, trips of exploration, and nature hikes.

On a similar basis of selection order of preference of counselors for evening activities for campers, from a list of six, is talent show, dancing, parties, games, group singing, and movies. The order for campers is dancing, talent shows, parties, movies, games, and group singing.

Major values of camping in the opinion of counselors, in terms of percent rating it very much of a reason, are to have fun, to be with boys and girls of same age, to make new friends, to learn how to work and play better with other people, and to get experience living away from home. Leading values of campers are to have fun, to make new friends, to be with boys and girls of own age, and to learn how to work and play better with other people.

34. Steuart, R. C. THE ROLE OF THE COUNTY 4-H ALL STAR ORGANIZATION IN MARYLAND. 124 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M.S. in Coop. Ext. Ed.), U. of Wis.

The Maryland 4-H All Star organization of exceptionally qualified senior 4-H Club members has a long history in the State, having been in existence since 1921. However, its accomplishments have fluctuated through the years and from county to county. By this exploratory study, the author hoped to establish guidelines for bringing new life and efficiency into the organization.

His descriptive report is based on official records and data assembled via mail questionnaire from a sample drawn from the 1945-59 lists of All Star initiates (171 approached, 67 replied), present and immediate past county All Star officers (46 and 29), present and immediate past State All Star officers (7 and 6), county 4-H extension agents (46 and 39), and State 4-H Club leaders (4 and 4). Only persons presently believed to be living in Maryland were approached.

Data are reported to provide enlightenment on four topics, each to be used in making a summary analysis of participation. The first is an effort to determine the county structure of the Maryland All Star organization. Sixteen counties are formally organized. (A copy of the Maryland All Star constitution is included in the appendix section.) Four have county constitutions.

Two-fifths hold two meetings a year. About half hold meetings in homes; the others meet in the county extension office or in a community hall. Average attendance per county ranges from 4 to 25. Most frequently mentioned reasons for meetings are to discuss prospective members, to take part in 4-H Club social activities, to select 4-H activities as objectives of their service functions, and to take part in their own social activities.

Most of the officers are selected by general election for 1 year and can be re-elected. A fifth of the groups have dues, generally $.50 or $1.00. All of the county groups check with extension personnel when selecting new members; two-thirds discuss their qualifications at county meetings; two-thirds vote on the approved ones.

The second objective was to learn about program activities. Less than half have planned activities. The most frequently mentioned kind of activity is individual assistance to the county 4-H program. However, there is not always awareness by agents and All Stars when this is being given. Nine agents say they have received group help from All Stars and seven say they have received help from individual All Stars. The writer feels the service ideal has been ignored in the groups to the extent they have become little more than honorary groups.

Objective three deals with participation of members in organizational activities. A weighted score device was used involving degree of county participation in a list of 10 activities. Leading ones appear to be acting as local leaders, assisting 4-H agent, assisting with county fairs, and offering services to other community organizations.

Objective four deals with problems and ways to improve participation. Major reasons given for low participation include marriage and family ties, poor county organization, lack of meetings and interesting programs, and competition for time by other activities. State officers feel their biggest problem with county groups is lack of interest.

The favorite suggestion for improving the situation is for All Stars to take a more active part in the county 4-H program. Ways suggested for holding the interest of new members are such devices as asking them to serve as local leaders and to help with the State All Star program, and to assure that they are being counted on for leadership in the All Star program and for help with 4-H camp, community recreation programs, and judging work.

35. Young, C. W. AN ANALYSIS OF THE
PARTICIPATION EXPERIENCES OF
ASSOCIATE 4-H CLUB MEMBERS IN
OHIO. 82 p., typewritten. Columbus,
The Ohio State U., 1961.
Thesis (M.S.), The Ohio State U.

Agents in nine Ohio counties supplied lists of their 15-year-old 4-H Club members who had been members continuously since age 10 or younger. They indicated the ones they were well enough acquainted with to comment on their leadership ability, maturity, and participation. The author used these lists as basis for a random sampling plan to select 75 members who had been enrolled since they were 10 years of age and 75 members who had been enrolled since an earlier age.

He calls the former group (33 boys and 42 girls) his control group and the latter (26 boys and 49 girls) his experimental group. He visited the counties where they were members to examine records regarding their club activities and to secure other information about them from the agents.

Most of his comparisons are between the experimental and control groups, generally by sex, in terms of several computed scores, including (1) project, (2) achievement and recognition, and (3) effectiveness. The first is in terms of projects carried. The second is based on points assigned for attending certain events, participating in certain competitions, and serving in selected capacities in club organizations. The effectiveness score is in terms of agent ideas of the member's ability to plan and organize, conduct and carry out activities and events, achieve a satisfactory relationship with others, and work with younger members. Most of the ratings were assigned by the paired comparison method.

Throughout emphasis is on scope rather than quality. Sometimes groups are arrayed and divided at the median score into high and low groups within the respective counties. Significance levels are assigned by chi-square and "t" test.

Although occasional subcomparisons achieve statistically significant levels of difference, the overall findings indicate that associate membership (membership before age 10) does not make for better or poorer members. However, the differences noted will aid Ohio agents in gaining a better understanding of subgroup differences.

Some earlier work by the author on a statewide basis gives some idea of the extent of associate membership in Ohio. Sixty-one of the 88 counties had associate members in 1959, 2,513 in all. About half had some other member of the family in club work, as leader or member. Livestock was the most frequently elected project by boys and sewing was the most frequently elected by girls.

Of 53 counties reporting, 21 allow them to attend camp, 24 do not, and 8 allow them to participate on a limited basis — when there is room, relatives also in camp, approval of agent. Of the 29 that permit attendance in some form, 27 allow full participation and 2 limit it to some degree — earlier bedtime, etc. Twenty-seven allow them to compete for special camp recognition.

Wider participation in fair activities is permitted. Types of participation, with number of counties permitting, include: Exhibit project, 43; receive ribbon, 43; receive premium money, 31; enter home economics review, 30; enter share-the-fun contest, 24; receive trophy or special award, 23; give demonstration, 23; and give safety talk, 19.

Examining club records for dropout information, the author notes that members who began club work before age 10 tend to stay in longer after age 10 than those who began at age 10. The same trend also is present for those with 2 years rather than 1 year of associate membership.

Home economics:

See Study 93.

4-H Club work:

36. Ahmann, J. L. FOUR-H JUNIOR LEADERSHIP IN WASHINGTON AS SEEN BY THE COUNTY AGENTS. 71 p., typewritten. Pullman, Wash. State U., 1961.
Special problem report (M. Ext.), Wash. State U.

After reviewing material on 4-H junior leadership work supplied by the 50 States in reply to his inquiry, the author prepared a questionnaire for studying how the work is carried out in Washington. He sent the pretested instrument to someone in each of the 39 counties and received replies from 34 of them.

The questions were designed to provide information on age requirements, suitable activities, objectives, methods of selecting members, and agent philosophy of leadership. After a review of findings from the national survey, he reports on the Washington data in descriptive fashion, resorting frequently to percentages, weighted scores, and rankings.

In the reporting counties there were 18,076 4-H Club members of whom 6,071 were over 14 years of age. Of these, 1,394 were in the junior leadership program. In half of the counties members must be selected by leaders before they can enroll, in a third they can volunteer.

A minimum age, generally 14 years, is required in 30 counties, previous club experience in 31 counties, and some additional 4-H Club project in 14 counties. Twelve counties have a county junior leader organization.

Agent ideas of the leading purposes for junior leadership projects are that they provide opportunities for leadership development, they provide help for adult leaders, and they help hold older club members. As aids to better work on this project, agents would like more training by 4-H specialists, a more attractive junior leader project guide, and more specific suggestions about such matters as completion.

Agents were asked to rate 14 selected community level activities on (1) how much difficulty they think junior leaders would have with them and (2) opinions of their value in developing leadership. Following are the average weighted scores assigned (3 points possible). High scores indicate greater ease of carrying out and greater value for developing leadership, respectively.

Take lead in recreation or singing, 2.78-2.34; train younger members in leading, recreation, singing, etc., 2.63-2.61; enroll new club members, 2.16-1.88; plan for and train younger members in demonstrations, judging, etc., 2.03-2.70; assist with keeping records and filling out reports, 2.00-2.00; train or help train 4-H officers, 1.97-2.54; take charge of a project group, 1.97-2.76.

Plan and direct special local club programs, 1.97-2.74; plan and set up exhibits, 1.94-2.35; plan and direct community service projects, 1.81-2.88; arrange 4-H Club tours, 1.54-2.50; plan club program, 1.37-2.76; be assistant club leader, 1.32-2.61; and be local club leader, .93-2.14.

This is their scoring for 11 selected county level activities: Lead recreation or music at county gatherings, 2.59-2.69; serve on county committees for special club events, 2.23-2.67; serve on county 4-H council, 2.22-2.28; camp counselor, 1.85-2.79; plan and direct certain county events, 1.83-2.65; help plan and direct camp program, 1.80-2.76; organize new 4-H Clubs, 1.79-2.53; assist fair superintendent, 1.66-2.30; plan and direct fund raising campaign, 1.63-1.97; serve as officer on county 4-H council, 1.62-2.00; and plan county program, 1.36-2.36.

Included in the questionnaire were 10 statements with which the respondent could agree or disagree. Following are brief versions of the statements with percent agreeing; the balance either disagree or are undecided. Junior leaders should do a written plan of work annually, 82. The junior leadership program is an essential part of the 4-H program, 97. The junior leadership program is set up to develop leadership talents and abilities to reach optimum citizenship potential, 85. Leaders are made — not born, 68. The first and best quality of a leader is concern for others, 85.

The elements that must be present for an individual to be a leader are (a) that he has the desire and skills for leadership, 71 and (b) that he is in a situation requiring leadership, 65. The junior leadership program should provide the circumstances and inspire the desire in the individual to develop leadership skills and techniques, 100. A countywide junior leadership organization is essential to the success of a junior leadership program, 21. Social activities are a necessary part of a junior leadership program, 59. District meetings or camps for junior leaders at which the emphasis is on leadership training would be extremely beneficial to the junior leadership program, 62.

Most of the respondents provide junior leadership training along with adult leader training, but they may give training for strictly local activities during local club meetings. The training is most apt to be given by the local leader or the leader and the county agent. Half or more of the respondents would like more help from the State 4-H staff on how to teach local leaders and in responsibilities and opportunities of local leaders at the community level.

37. Goyen, L. F. AN ANALYSIS OF THE TRAINING NEEDS OF FOUR-H COMMUNITY LEADERS AND THE NEED FOR ASSISTANCE IN TRAINING THEM AS IDENTIFIED BY COUNTY EXTENSION AGENTS IN KANSAS. 129 p., typewritten. College Park, U. of Md., 1959.
Thesis (M.S. in Ext. Ed.), U. of Md.

This study was conducted in an effort to get ideas for improving the 4-H Club leader training program in Kansas. The material for analysis was assembled via mail questionnaire from agents responsible for 4-H Club work in the counties. Someone in each county with at least a year of experience was approached. The preferred person was the county 4-H Club agent; otherwise a sampling plan was used to get some agricultural and some home economics agents for the sample.

Forms were sent to 29 club agents, 37 home economics agents, and 39 agricultural agents; they were returned by 29 club agents, 32 home economics agents, and 43 agricultural agents. The discrepancy resulted from five agricultural agents electing to fill out the form sent to their home economics agent colleague.

Most of the analysis is in terms of respondent ideas about 51 selected items relevant to the 4-H Club leader function. These were selected from the literature. Top five on the list, in terms of presumed importance for community club leaders to know about, are: The duties of the community leader, the objectives of 4-H Club work, how to obtain and maintain parent cooperation, planning the local club program, and general 4-H rules, policies and requirements. The five at the bottom of the list are: The history of 4-H Club work, plans and details of each county and State 4-H event, the organization of 4-H Club work on State and national levels, how to make farm and home visits, and conducting group discussions.

When the consideration is desirable content for a leader training program, the top five are: The duties of the community leader, general 4-H rules, policies and requirements, how to obtain and maintain parent cooperation, the objectives of 4-H Club work, and how to meet their needs and interests in 4-H. The five at the end of the list are: The history of 4-H Club work, plans and details of each county and State 4-H event, how to make farm and home visits, the organization of 4-H Club work on State and national levels, and how to teach (general information).

In general, agent feelings of adequacy in teaching these topics in leader training programs are low. However, they feel most adequate in teaching the organization of 4-H Club work on community and county levels, the duties of the community leader, 4-H Club work as a part of the total Extension Service, 4-H projects and their requirements, and helping 4-H Club officers. They feel least adequate in teaching how a leader can determine his own progress, characteristics of youth — their needs and interests, how to help boys and girls with individual problems, how to meet their needs and interests in 4-H, and how to determine a club member's progress and development.

When considering the best ways to train community leaders, these rank at the top of the suggested list of ways: County training meetings by State 4-H staff member, farm or home visit by agent, individual office conference, handbook for leaders, and county training meetings by agent.

The average respondent estimate of the proper number of training meetings per year for new agents is 3.3. Fifteen percent feel they held enough training meetings for new leaders during the previous year. Major reasons given for not holding more are: They trained them by visits or other methods, they did not have enough new leaders to justify setting up more meetings, they just didn't do it, and they were too busy.

Most of these considerations are also examined by agent groups. Although differences may be observed, there is an overall similarity in their thinking, even on the matter of the most likely person to give the training on the topics under consideration — generally the club agent.

38. Kirch, R. E. AN EXPLORATORY STUDY SETTING A "BENCHMARK" OF PRESENT LEVELS OF LOCAL 4-H CLUB LEADERSHIP IN TWENTY-TWO COUNTIES OF MICHIGAN. 126 p. East Lansing. The Mich. State U., 1961.
Thesis (M.S.). The Mich. State U.

A training program designed to reduce turnover among 4-H Club local leaders in Michigan is the desired followup to this study which is concerned with determining the existing characteristics of adult leaders of 4-H Clubs in 22 counties of the State. By identifying differences between first year leaders — for convenience called "A" leaders – and those with more than one year of experience as club leaders — "B" leaders — the author expected to identify characteristics of those more likely to stay with the work. By comparing leader and agent ideas about the local leadership function he expected to identify areas where leader training may be necessary.

The study area was determined to get geographic representation from among the counties with a single 4-H Club agent, enrollments in the range between 550 and 1,658, and not using the key project chairman plan. Leader respondents were selected by random list sampling methods to get approximately one-seventh of the "A" leaders and one-sixteenth of the "B" leaders. All 4-H Club agents in the selected counties were to be in the study.

Replies to the mail questionnaires, arranged to get comparable information from agents and leaders, were received from 112 of 130 "A" leaders, 166 of 198 "B" leaders, and all 22 agents. For most comparisons, significance is assigned by the standard error of the difference between percentages and appropriate "t" or "z" test.

Of eight specified tasks, the following percentages of each group consider it to be a leader responsibility. (Agents-"A" leaders-"B" leaders; significant differences - .05 level - between agents and all leaders indicated by *; significant differences between leader and agent groups indicated by +.)

Teach club members (100-92-93), attend leader training meetings (100-85-81), assist with club activities (95-79-80), obtain cooperation of members (91-84-81), contact parents of members (91*-48-59), judge 4-H Club exhibits (73*-22-34), record activities and report to county office (59-53-49), and provide transportation for 4-H activities (2*-36-54+).

The following percentages of agents or leaders think leaders have enough knowledge in the indicated areas to be adequate leaders: Organization of 4-H Club work (77*-21-26), subject matter (68*-38-43), responsibilities as a 4-H leader (55-40-65+), how to work with boys and girls (50*-63-73), history of 4-H Club work (45*-10-22), philosophy and objectives of 4-H Club work (27-29-41+), and how to teach boys and girls (9*-40-48).

Respondents are virtually in agreement that it is their responsibility to give guidance to members when it is asked for or when they feel it is necessary. About one in 20 think it is their responsibility to make all final club decisions.

Given a list of 10 names of 6 rather prominent persons in 4-H Club work, two prominent persons not connected with club work, and two fictitious persons, three-fifths of the "A" leaders, one-fifth of the "B" leaders, and one-twentieth of the agents fail to identify anyone as being connected with 4-H Club work. The most likely to be recognized person is the Michigan State 4-H leader, recognized by 17 percent of the "A" leaders, 59 percent of the "B" leaders, and 95 percent of the agents.

On a question regarding teaching methods used, leaders replied in terms of the ones they used and agents replied in terms of the ones they would like leaders to use. Percentages for the different methods: Demonstrations by members (95*-45-67+), discussions (91-79-92+), tours (91*-21-46+), demonstrations by leader (77-60-52), talks by club members (77*-24-40+), exhibits (73-38-57+), slides or movies (59*-8-14), role playing or skits (55-2-4), flannelgraph (36*-1-0), and lecture with leader doing all the talking (0-21-18).

The following percentages of "A" and "B" leader groups have these characteristics: Are married (92-97), have children (88-96), have children in 4-H now (88-77), have children who were 4-H members in the past (15-43+), have children too young for 4-H (59-39+), have spouses who are or were 4-H leaders (22-40+), and were former 4-H Club members (40-40).

General:

39. Cade, L. P. IDENTIFICATION OF AND SELECTED CHARACTERISTICS OF GROUPS WITH WHICH MONTANA COUNTY EXTENSION AGENTS DO PLANNING. 107 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M. S. in Coop. Ext. Ed.), U. of Wis.

Agents in the 56 Montana counties were asked to supply data for the period December 1, 1957 through November 30, 1958 on their involvement with organizations in planning. Information was received from 46 counties, covering activities of agricultural, home demonstration, and 4-H Club agents, both white and Indian.

Respondents mention 301 specific organizations (complete list in appendix) which the author has divided into 60 groups. Those mentioned 10 or more times include: 4-H council (42), home demonstration council (40), soil conservation district (32), extension advisory council (25), county stockgrower association (14), weed control district (12), fair board (11), and service club (10).

After discussing the groupings without subdivisions, he then repeats the process — with extra details on nature of meetings — using six major subgroups. These include: Extension sponsored (121), governmental (74), commodity (68), service club (10), Indian (7), and miscellaneous (17).

Agents report planning activities with an average of 6.5 organizations per county, or 3.2 organizations per agent. They mention holding office in 107 of the organizations. They are secretary in 75, chairman in 14, secretary-treasurer in 12, manager in 3, and treasurer in 2.

Degree of organization is suggested by the fact that 87 percent of the groups keep minutes and 77 percent have a constitution. In 12 percent of them the agent has voting privileges; in 75 percent the agent is responsible for sending out planning meeting notices. Extension was involved in the original organization of 84 percent of the groups.

The average age of the groups is 13 years; they average 3.3 planning meetings per year and maintain an average attendance of 69 percent. Four percent have affiliation with a national body, 38 percent have State affiliation, and 29 percent are local groups.

40. Herzman, C. W. IMPROVING COUNTY EXTENSION PROGRAMS. 181 p., typewritten. Fort Collins, Colo. State U., 1961.
Master's report (M. Ed. in Ext. Ed.), Colo. State U.

After a cursory survey of program planning literature, the author reports on the findings of his survey of agent ideas of the importance of help in program planning by extension specialists and supervisors. Then he uses his findings and his literature review to develop an outline of the functions of specialists and supervisors in planning. He closes with suggestions for improving the Colorado program planning effort, particularly the contribution of the State agricultural programs leader.

The original research phase consists of analyzing data from mail questionnaires submitted to the agricultural agents and assistant agents in Colorado and to a select list of county extension personnel in 13 other States (replies received from 75 of 85 Colorado agents and from 99 of 123 out-of-State agents). Analysis is in terms of percent checking the "much importance" category for each of nine program building steps for the nine major project areas as outlined in the Scope Report.

Combined results are reported as well as summary data for Colorado and the out-of-State group on agent views of the importance of specialist and supervisor help. Partial analyses are made in terms of population base, number of farms, size of cities in county, off-farm employment opportunities, number of extension workers on staff, tenure in Extension, degree status, and undergraduate major.

Following are the project areas in which the indicated percentages checking the "much importance" category suggest agents feel specialists can give most help for the indicated step in program building: Recognition of the problem area in the county — marketing, distribution and utilization (37); determination of public involved — MDU (22); establishing priorities for action - MDU (25); gathering and assembling background information - MDU (34); organizing for action — community development (26); planning the program - MDU (44); implementing the program — agricultural production (45); motivating the program - MDU (26); and evaluating progress and results — community development (41).

Similar data for the supervisors are: Recognition of the problem area in the county — leader development (32); determination of public involved - LD (22); establishing priorities for action — agricultural production (30); gathering and assembling background information - LD (18); organizing for action — community development (19); planning the program — agricultural production (32); implementing the program — agricultural production (26); motivating the program - LD (25); and evaluating progress and results — agricultural production (48).

41. Matthews, J. W. CHARACTERISTICS OF RURAL RESIDENTS IN THE FAIRBANKS DISTRICT OF THE ALASKA COOPERATIVE EXTENSION SERVICE. 84 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M.S. in Coop. Ext. Ed.), U. of Wis.

During the winter of 1961, the author used an 11-page hand distributed or mail questionnaire to learn more about the characteristics of people in the Fairbanks Extension District, Alaska, as well as their awareness and use of extension facilities and their ideas of help they would like to get from Extension. He received replies from 134 of the 267 rural households in the district.

Although the response rate may not justify their use, he applied chi-square and coefficient of contingency tests to his data, using contacts with agricultural agencies and commercial concerns and socioeconomic status as dependent variables and such characteristics as residence tenure, education, age, income, participation in community organizations, and leadership in community organizations as independent variables.

He finds that four-fifths of his respondents are members of family households and that a quarter of them have lived in Alaska as many as 8 years. Three-fifths of the men and three-fourths of the women are under 45 years of age. They have an average of 2.57 children per family and two-thirds of the children are less than 10 years of age. On a socioeconomic status scale with a possible score of 91, two-thirds of the households score between 65 and 79.

A third of the adult members have completed some college education. They have a median annual family income of approximately $7,500, with three-fourths reporting half or more of it coming from off-farm occupations. Most of them own or are homesteading the land on which they live. A third produced agricultural crops for sale in 1960; four-fifths produced some vegetables for home use and half produced some meat for home use.

Nineteen percent of the men and 29 percent of the women belong to no community organizations; 74 percent of the men and 67 percent of the women have not held leadership positions in community organizations. However, four-fifths of them have had the equivalent of one farm visit per year from extension personnel.

Over four-fifths listen regularly to radios, two-thirds watch television regularly, two-thirds receive a daily newspaper, and three-fifths subscribe to a farm magazine.

Most frequently mentioned problems deal with access roads, telephone service, and elementary schools. Leading agricultural problem areas deal with livestock and crop production information geared to Alaska, marketing information, and agricultural loan programs.

The author notes significant positive relationships between contact with agricultural agencies and education, and between socioeconomic status and age of male respondents, tenure of residence, and participation of females in community organizations.

42. Nuttelman, R. F. TECHNIQUES IN FARM AND HOME DEVELOPMENT. 101 p., typewritten. Fort Collins, Colo. State U., 1960.
Master's report (M. Ed. in Ext. Ed.), Colo. State U.

Although his major concern is ways to handle farm and home development work in group situations, the author presents evaluative data on the program as it is functioning in Indiana, Kansas, Kentucky, Montana, Missouri, New York, Pennsylvania, and Washington. He secured the information for his presentation via mail questionnaire from agents who were identified by their directors as being in one of the 20 most effective farm and home development county programs in their respective States. He received replies from 133 of the 160 approached.

His comparisons generally are in terms of percentages by counties in which one agent handles the program or counties in which more than one agent is involved. No State-by-State comparisons are made.

Among the respondents, about two-fifths work on the program alone, two-fifths are part of a team of two, and one-fifth are part of a team of three or more. About a quarter each work with either less than 25 families or more than 50 families and almost half work with about 50 families.

Eighty-five percent of the counties require no dues to participate; the others require annual or enrollment dues. The largest group of participating families is in the 26 to 40-year age range; members have been farming 7 to 10 years, and will remain in the program 3 to 4 years. There is an award program at the county level in 32 percent of the counties, at the district level in 22 percent of the counties, and at the State level in 14 percent of the counties.

In terms of numbers checking the "usually" category, the major recruiters of new members are believed to be agents, members already in the program, and the county extension organization. Respondents consider this same order of recruiters as the sources of most new members.

Two-thirds require written farm plans from members. Copies of plans generally are kept by the family or the county extension office; sometimes the soil conservation office, the State extension office, or the landlord gets a copy.

Respondents mention receiving help with supervision mainly from the State farm management specialist (38 percent) or State farm and home development specialist (27 percent). Leading forms of help they receive from specialists are agent training meetings, cooperator training meetings, and visits to farms.

Most of the training meetings for participators are held with both husband and wife present. Exceptions are the strictly farm subjects — agronomy, livestock, dairy, and soil conservation — for husbands, and strictly home subjects — home management — for wives.

Although respondents feel most subjects can be taught effectively in either individual or group situations, a fifth or more feel agronomy, livestock, dairy, and soil conservation can be taught most effectively in groups. On the other hand, a fifth or more think family finances, farmstead planning, home building or remodeling, and landscape planning can be taught most effectively on an individual family basis.

Seventy-four percent of the respondents say their families usually participate in the regular extension organization, 51 percent say they usually participate in the home demonstration program, and 73 percent say they usually participate in 4-H Club work, if there are children of appropriate ages.

The following percentages rate these aspects of the program "good" in their respective counties: Agent enthusiasm, 56; specialist help, 56; agent training, 52; acceptance by government agencies, 51; acceptance by bankers, 48; and acceptance by farm organizations, 46. Most of the remainder rate these and other aspects "fair." However, there is a sprinkly of "poor" ratings: Award program, 29; State publicity, 28; and local publicity, 21.

43. Powers, R. C. DEGREE TO WHICH AN IOWA COUNTY'S EXTENSION PROGRAM PLANNING PROCESS MET SELECTED CRITERIA. 160 p. Ames, The Iowa State U., 1961.
Thesis (M.S. in Rur. Sociol.), The Iowa State U.

Evaluation of an intensified county program planning effort in an Iowa county is carried out to determine how effectively the various individuals and groups making up the committee structure were able to perform their responsibilities. Performance is tested against nine criteria developed as part of the design for the overall study. For purposes of testing, the criteria are stated in ideal form, each with a series of three to nine measurable or observable conditions to be met.

Degree of accomplishment is assigned according to a 5-point scale based on observations of the author and colleagues, review of taped meeting records, and gleanings from personal interviews. The author spends some time presenting supporting data for his decisions on points requiring value judgments on his part, but he moves along more briskly in areas where decisions can be made objectively.

The first criterion, "representative committee membership," was met to the author's satisfaction (22 of 25 possible points) largely because of similarity to committee work on previous program planning ventures. The "member selection and tenure" criterion was not met (3 of 15 points), as indicated by the fact that virtually no committee member knew how long he or she would be expected to function. In addition, considerable hand picking took place in selecting members. Because the selection criterion broke down, the third one, "membership replacement," was not met at all (0 of 20 points).

The fourth criterion, "staff and member understanding," faired better (16 of 35 points). Although there were written statements of roles, purposes, and procedures, there was little understanding of them by either professional or lay participants. The author suggests that further exploration is in order to determine both the adequacy of the statements and the adequacy of the efforts to make them understood.

The criterion of agreement on functional, structural, and procedural aspects of the "operational plan" was met quite well (38 of 45 points), but the author mentions evidence of passive acceptance rather than complete agreement. The criterion, "collection of county situation facts and other background information," received 13 of 25 possible points. The author notes problems of identifying needed facts, selecting methods of collecting them, and implementing their collection.

The companion criterion, "analysis and interpretation of situation facts and Background information," scored 20 of 25 possible points. Although participants went through the motions of analysis and interpretation, the author could find little evidence of depth to either. He notes an obvious willingness to move from acceptance of findings — however incomplete — to "solution" of problems.

Criterion eight, "determination of goals and objectives," scored 17 of 25 points. Study personnel note some inadequacy in final situation statements. There is general confusion on the distinction between objectives and goals and a general deficiency in determining either immediate or long-term goals or objectives for the major needs and interests of the county.

The final criterion, "coordination with programs of other groups, organizations, and agencies," scored 1 of 30 points. There was virtually no evidence of effort to coordinate the educational work of organizations in the county that might be working on the same or related problems.

44. Putnam, H. J.: and Alcorn County Agents. NEEDS FELT BY RURAL FAMILIES IN ALCORN COUNTY FOR EDUCATIONAL ASSISTANCE. 14 p. State College, Miss. State U. Agr. Ext. Serv., 1961?

Felt needs of people in Alcorn County, Miss., for assistance from county extension workers were assessed during the summer of 1960. A personal interview form was used by community leaders to interview a 10-percent sample of the families living in Alcorn County, but outside the city of Corinth. Interviews were completed with 297 families of the 300 selected.

After field editing, the schedules were processed for IBM tabulation at the State office. Findings are reported in descriptive and tabular form with frequent use of percentages and several bar or pie charts. Detailed need data are included in the appendix section.

Fourteen percent of the sample receive all their income from farming; 14 percent receive half or more, 28 percent receive up to half, and 44 percent receive none of their income from farming. Among the farmers the major sources of income, in order of importance, are cotton, corn, hogs, dairy, forestry, poultry, beef, and soybeans.

Farm needs. Major felt needs for information in this general area include: Cotton — insect control and fertilization; corn — fertilization and variety; dairy cattle — pastures and feeding; beef cattle — pastures and parasite and insect control; poultry — marketing and management of layers; hogs — feeding, parasite control, marketing, and handling brood sows; forestry — fire control and stand improvement; credit — sources and use in financing farm operations; new cash enterprises — forestry; markets and marketing facilities — markets for crops and markets for livestock; and farm reorganization — adjustments in cropping systems and livestock operations.

Family living needs. Major felt needs include: Clothing — selection and buying followed by construction and fitting; foods and nutrition — conservation and production; housing and home improvement — water supply, remodeling (kitchen, bath), and repairs (roofing, painting); management — money and time; yard beautification — flowers, foundation plantings, and lawns; health, safety, and recreation — more health and safety needs; and family and youth — off-farm employment and vocational training.

Community needs. Categories of needs in this general area, in order of number of times mentioned, include improvement of local government, development of community leadership, community cleanup and sanitation, rural telephone service, strengthening existing community organizations, vocational training for local labor, and bookmobiles or other library facilities.

See also Studies 101 and 127.

Agriculture:

45. Aldrich, T. M. COUNTY PROGRAM DEVELOPMENT. 91 p., typewritten. Fort Collins, Colo. State U., 1961.
Master's report (M. Ed. in Ext. Ed.), Colo. State U.

While on study leave, after 11 years of service in San Luis Obispo County, Calif., the author decided to get his program planning methodology on a more sound footing. He made a cursory survey of the literature on program planning and worked out his own framework for analyzing his situation, based largely on the two Scope reports.

He decided to survey the farmers in his county to learn their needs and interests in the seven major areas of the Scope report for which he was responsible: Crop production, farm management, crop marketing, ranch buildings, agricultural finance and policies, conservation, and rural organization. He identified 45 subareas to be distributed under the major areas and worked them into a questionnaire. In addition to requesting 23 items of background information, the instrument asked respondents to rate each subarea on interest to them on a 3-point scale.

Respondents were selected from among the fruit and vegetable growers in the county. There were 103 replies to 180 questionnaires mailed; 10 of these could not be used for one reason or another. Most of the reporting is in terms of the percent checking the "much" interest column. Some comparisons are among the 40 vegetable growers and 52 fruit growers, the latter split into 15 strawberry growers and 37 nut and other fruit growers. Others are by age, tenure, and education, and data are available to make others as occasion arises.

Following are the subareas in which half or more of the respondents are much interested, arrayed in descending percentage order: Crop production — disease control, labor saving equipment, insect control, improved harvesting methods, fertilizing, and weed control; farm management — farm labor supply; crop marketing — new marketing outlets; ranch buildings — none; agricultural finance and policies — taxing policies; conservation — none; and rural organization — developing of strong local organizations in the interest of farmers.

See also Studies 16 and 27.

Home economics:

46. Bryan, C. S. A STUDY OF GARVIN COUNTY HOMEMAKERS AND WHY MEMBERS DROP OUT OF HOME DEMONSTRATION CLUBS. 244 p. Stillwater, Okla. State U., 1959.

Thesis (M.S. in Rur. Adult Ed.), Okla. State U.

This profusely illustrated double study consists of a survey of homemaker characteristics, needs, and interests to be used as a base for home demonstration club program planning, and a home demonstration club member dropout study. The first was conducted by individually and group administered interviews, using a 27-page schedule; the second was conducted by means of personal interviews with the aid of a 4-page instrument (copies of both in the appendix section).

The more comprehensive survey has a sample base consisting of a one in seven fraction of homemakers on the tax roll of Garvin County, Okla. The 700 ladies thus identified were asked to assemble at convenient points for group interviews on topics suggested by home demonstration agents and others during interviews and followup correspondence with the author at and subsequent to the National Home Demonstration Agents meetings for 1957 and 1958. Of this number, 181 presented themselves for interview.

The findings are offered in descriptive fashion. The author comments on them as she presents them and phrases questions about them for which planners will have to come up with answers or rationalizations before designing their educational programs for home demonstration club members. Because of the response rate, claims of representativeness and decisions to extrapolate to the county must be made with numerous qualifications. However, those acquainted first hand with the county situation will be able to make use of many of the findings.

Of most likely interest to others is a summary of programing areas in which the greatest number of respondents expressed an urgent need to keep informed. Half or more checked these areas as being important to them: Home management — insect and pest control in the home, home safety, and planning and choosing colors for the home; clothing — buying clothing, care of clothing, and selection and care of footwear; foods and nutrition — meal planning, controlling the food dollar, and kitchen equipment in food preparation; entomology — control of household pests; financial management; family relations — building healthy personalities, courtesy in the home, and citizenship; consumer education; and home beautification — growing flowers.

The dropout survey is based on all (182) of the living ex-members of home demonstration clubs in Garvin County whose tenure as members terminated during the period 1954-1958, inclusive. Included is much descriptive information about them that can be compared with data on members that may be available from other sources. However, there is no control group in this survey.

Following are the main reasons, in terms of percent mentioning, that respondents give for why they think other ladies drop out of clubwork; the second figure is the percent of respondents who give this as one of their own reasons for dropping out.

Local club not run well to make it interesting, 28-13; too much farm or home work, 14-4; too many outside activities, 13-6; program not interesting or useful, 12-8; and friction among members, 11-3.

Other personal reasons mentioned by 10 percent or more of the respondents include: Could not attend meetings regularly, 34; transportation not readily available, 20; poor health or advanced age, 16; had to go to work, 14; no one to look after children, 14; moved away, 14; and club disbanded, 12.

The author permits her report to take on some of the aspects of a training manual or workbook by including pictures of club activities and teaching methods, outlines of factual material accompanied by problems they suggest, and outlines of educational programs suggested by the needs.

47. Bryant, E. S.; and Bailey, W. C. THE RURAL WORKING HOMEMAKER: ALCORN COUNTY, MISSISSIPPI. Miss. Agr. Expt. Sta., Prog. R. in Sociol. and Rur. Life, No. 20. 21 p. State College, 1961.

Data assembled in an earlier study in Alcorn County, Miss., among a one-third sample of households in 15 neighborhoods (487 families) are analyzed further to learn of possible relationships between adoption of 15 homemaking practices and selected characteristics of rural homemakers. Major sort is into full-time homemakers, part-time working homemaker, and full-time working homemaker groups. Four adoption levels are used, based on points earned for use or partial use of the practices.

Overall, there appears to be a direct relationship between level of adoption and work away from home. However, closer examination brings out inconsistencies that must be explained by personal values and status symbols, socioeconomically conditioned mental sets, environmental forces, and expediency. These forces tend to influence decisions regarding substitution of money for labor contributions, distinctions between conveniences and necessities, depth of planning, and awareness of advantages of adoption.

The high-adopter working homemaker is more likely to be older, to have a better education and a smaller family, and to be a member of an all-adult family.

48. Clem, M. L. AN EVALUATION OF THE PRESENT STATUS OF THE CRAFT PHASE OF THE TENNESSEE AGRICULTURAL EXTENSION SERVICE PROGRAM IN UPPER EAST TENNESSEE TO BE USED AS A BASIS FOR FUTURE PROGRAM DEVELOPMENT. 117 p. Knoxville, U. of Tenn., 1961.
Thesis (M.S. in Related Art and Crafts), U. of Tenn.

Rural Tennessee families have a long tradition of household arts and crafts. In recent years these have come to have considerable economic meaning. Extension home economists often program educational work in these areas for their club members. The author was interested in learning how well they are prepared for educational work in these areas, as well as something about the results of their training.

She bases her study in a 21-county area in Upper East Tennessee. She identified 14 home agents in 10 of these counties who had 3 or more years of agent experience, and quizzed them by mail about their backgrounds and qualifications for teaching arts and crafts.

One had taken nine courses; 12 had taken one or more; and the 14th, who was not educated in Tennessee, had taken none. In general, they have more preparation in crafts than in arts. Virtually all express at least some interest in the courses they took. They indicate relatively low levels of confidence in their ability to teach crafts in general, although they may feel competent to teach selected crafts.

Most of their training in arts and crafts is at regular club meetings or in special interest groups, but some is done for leader training groups. They give most of it in homes or schools. Time spent on this kind of instruction ranges from 4 to 36 hours per county per year. Respondents feel the women work at these projects primarily for temporary pleasure and less often for reasons of usefulness in the home, supplement to budget, or as a hobby.

As a check on the quality of the work that is being done in the club groups, the author asked her respondents to provide outstanding examples of member handicrafts. Colored pictures of the offerings are included in the appendix section. Among them are projects in stenciling, silk screening, metal work, enameling, leather work, basketry, hooked rugs, braided rugs, chair seating, mosaics, stitchery, and shuckery.

The items were judged by 120 students enrolled in related art and craft classes at the University of Tennessee. Qualifications of the students as judges were assessed by the McAdory test. Their median score falls in the "superior" range, so they are considered competent to judge.

The author concludes that, considering the amount and kind of training the agents have received, the articles produced by their clients are good. However, there is much room for agent improvement, particularly on the art or design side of their educational work.

49. Davis, M. O. A STUDY OF CREASE RESISTANCE AND DIMENSIONAL STABILITY OF TWELVE INTERFACING FABRICS WITH A SURVEY OF THE SELECTION AND USE OF INTERFACINGS BY HOME DEMONSTRATION CLUB MEMBERS OF MISSISSIPPI. 65 p. Knoxville, The U. of Tenn., 1961.
Thesis (M. S. in Textiles and Clothing), The U. of Tenn.

Two major objectives motivated this study: (1) To learn the nature and extent of homemaker sewing problems regarding interfacings, and (2) to determine performance levels of selected interfacing fabrics. The first was carried out by analyzing personal interview data gathered from a stratified sample of home demonstration club members throughout Mississippi with the help of home demonstration agent colleagues of the author. The second was a laboratory experiment using an assortment of 12 new or popular fabrics that were tested for resistance to shrinking and wrinkling.

The survey data were assembled from 349 usable records of 529 attempted interviews. A typical respondent would be an active club member in the 40-49 year age bracket, with high school education and some home economics training in high school, living on a farm, and not gainfully employed away from home.

Respondents state they completed 6,385 garments during the previous year and interfaced 3,640 of them. The bulk of the garments were dresses for themselves or their daughters. They used interfacings in most of the suits and coats for themselves and their daughters and in the garments they made for men and boys.

Major reasons given for home sewing are to save on clothing budget, quality considerations, better fit, and enjoyment of sewing. Major reasons for using interfacings are to give firmness and body, prevent sagging and stretching, help retain shape and style details, and provide reinforcement at points of strain.

The largest number (230) used a bonded fabric, Pellon. Other favorites are organdy, self fabric, and muslin, each used by a third or more of the respondents. Major points, with percentages of those who mention them, considered in selecting an interfacing material are: Will it give the proper stiffness or flexibility (93)? Is the color suitable (92)? Will the shrinkage be the same as for the outer fabric (83)? Can it be pressed like the outer fabric (80)? Is the weight similar to that of the outer fabric (72)? Will its texture make it show through the outer fabric (70)?

Although other extension sources are mentioned as well, the home demonstration agent is mentioned most frequently as a source of information on interfacing fabrics. Other leading sources are the sales person where the fabric was purchased, magazine articles, and friends and neighbors.

Major problems encountered in using interfacings include, it made garment bulky, shrinkage was different from outer fabric, and it wrinkled and failed to hold shape, each mentioned by a quarter or more of the respondents.

Included also are details of the dimensional stability and crease recovery tests, as well as samples of the materials at different stages of the cleaning or laundering trails. See also studies 28, 29, 30, and 110.

4-H Club work:

50. Barnes, R. F. IDENTIFICATION AND ANALYSIS OF BACKGROUND CHARACTERISTICS AND ATTITUDES OF ADULT 4-H LEADERS AND EXTENSION AGENTS ASSOCIATED WITH THE WISCONSIN 4-H DRAMA PROGRAM. 117 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M.S. in Coop. Ext. Ed.), U. of Wis.

In his effort to learn how the 4-H drama program might be stimulated, the author designed his study to learn the characteristics of Wisconsin 4-H drama leaders and their attitudes toward drama activities in 4-H Club work, as well as to make comparisons of both between drama and general 4-H Club leaders. He used a stratified random sample of 12 of the 47 counties in Wisconsin that had 4-H drama festivals in 1957 and sent mail questionnaires to all of the drama leaders, general leaders, and 4-H Club agents in the selected counties.

He received replies from 72 of 187 drama leaders, 165 of 331 general leaders, and all 12 extension agents. The data were processed with IBM equipment and the frequency distributions were tested by chi-square, with followup analysis of variance tests being applied whenever significant differences were noted by chi-square.

The three null hypotheses guiding his explorations contended there would be no significant differences between (1) attitudes displayed toward the drama program by drama and general leaders, (2) attitudes displayed toward the drama program by full-time and part-time drama leaders, and (3) selected characteristics of full-time and part-time drama leaders.

He finds enough differences in attitudes toward the drama program between drama and general leaders to reject the first null hypothesis. Drama leaders tend to place more importance on the program and to show more interest in it.

When the comparisons are between attitudes of full-time and part-time drama leaders, he finds no significant differences and must accept the null-hypothesis.

He reaches a similar conclusion when comparing selected characteristics of full-time and part-time drama leaders. However, the full-time leaders average approximately two years younger, have slightly larger families, have a little more formal education, belong to more organizations other than those related to 4-H Clubs, and have less tenure as drama club leaders. In terms of modal groups, the typical drama club leader — both part-time and full-time — is likely to be a farm resident about 40 years of age, a married female with 3 or 4 children, and possessed of a little more than a high school education. Neither she nor her husband have been 4-H Club members.

51. Horn, R. C. A STUDY OF SELECTED FACTORS ASSOCIATED WITH 4-H PROJECT SELECTION BY BOYS ENROLLED IN 4-H CLUB WORK IN CHAMBERS COUNTY, ALABAMA, 1955-1961. 114 p., typewritten. Madison, U. of Wis., 1961.
    Thesis (M.S. in Coop. Ext. Ed.), U. of Wis.

Available for this analysis were the 4-H Club records on projects (4,143) of 1,625 white boys in Chambers County, Ala., from 1955 through 1961; parental occupations of 1,560 of the boys; and mental maturity test scores for 513 of them. The author was interested in learning trends in project selection and the extent of association of project selection and such factors as age, size of club, tenure, residence, parental occupation, and mental maturity.

The author discusses the projects in six major groupings. The traditional leader has been livestock and poultry (1,372 enrollees for the 7-year period) with peak enrollment for the period in 1955. Interest in this project has been declining. Next is fruits and vegetables (897) which peaked in 1956 and is now down, but was lowest in 1957. On the other hand, home improvement (855) has been experiencing a steady gain, with 1961 its best year in terms of number enrolled.

In fourth place is forestry and wildlife (623) which peaked in 1958 and presently is on the down grade. Next is mechanics (201) with its highest number of enrollees in 1957 and the next highest in 1961. In last place is field crops (195) which has been dropping off since 1955.

In terms of age, the peak for projects is the period when members are 12, 13, or 14 years old; numbers drop off quite sharply before and after that period. In terms of projects per 100 boys, the range from 10 through 16-plus years is 112.4, 117.5, 118.3, 117.1, 116.4, 115.4, and 114.6.

As might be expected, most of the members are in the larger clubs, but members of larger clubs tend to take on more projects per member. Clubs of the 46-55 member category average 118.8 projects per 100 members. The comparable figure for the low group, the 26-35-member class, is 110.4.

Tenure appears to have a direct relationship to project enrollment. There is a general upward trend that peaks at the 6-year member class. Although number of members crops off each year, the projects-per-member ratio increases.

The number of urban boys almost equals the number of farm boys in 4-H Club work (684 and 750) but farm boys elect more projects (108.9 and 129.3). Rural nonfarm boys fall in between on project ratio (113.9) but make up by far the largest group numerically (2,129).

When the consideration is occupation of parents, the ratios become: Full-time agriculture, 130.0; part-time agriculture, 128.1; industry, 112.0; construction, 109.8; business, 121.8; professions, 118.6; and other, 106.8. The latter groups tend to dominate the home improvement project and the former groups tend to lead in the more strictly agricultural projects.

There is no conspicuous difference in total project selection by mental maturity rankings. However, preference for livestock and poultry projects is less obvious among those who rank higher on the test. In fact, rates are tied, among those who score in the first quarter on the test, between the livestock and poultry project and the home improvement project.

See also Studies 15, 76, and 77.

Development work:

52. Baird, A. W.; Cole, L. W.; and Kaufman, H. F. DEVELOPMENT OF HUMAN RESOURCES IN ALCORN COUNTY, MISSISSIPPI. Miss. Agr. Expt. Sta., Prog. R. in Sociol. and Rur. Life, No. 19. 75 p. State College, 1961.

The authors have assembled comprehensive demographic and socioeconomic data on Alcorn County, Miss., from Census and other secondary sources and from research conducted by themselves and various colleagues at Mississippi State University. They have organized it in a way to make it most convenient for use by program planners in community development and rural development work. Included is a rundown on existing material and organizational resources of the county.

Whenever possible, they present trend information to aid planners anticipate directions of economic and behavior changes. Frequently, they make their tabular presentations in such a manner that comparisons for county, State, the South, and the Nation can be made at a glance.

53. Bradsher, C. R. ADJUSTMENT PROBLEMS IN DOUGLAS COUNTY, MISSOURI, 1960. 45 p. (Columbia, U. of Mo., Dept. of Agr. Econ., 1961.)

This is a report of findings and conclusions from a benchmark study in Douglas County, Mo., one of the three pilot rural development counties in that State. Data were collected by county agent personnel from Douglas and six adjoining counties via personal interviews with 245 families living in open country households. Findings are reported mainly in percentage and graphic fashion. Considerable attention is given to implications for planning the countrywide rural development program.

The findings suggest the general low income level for the area results from land not well suited to agriculture, farm holdings too small in terms of usable acres, too widely diversified farm enterprises, limited capital and poor allocations of capital, underemployed human resources, excessive physical defects and chronic illnesses, and low education level of household heads.

The consequence of these conditions is a substantial net outmigration of young adults sufficient to seriously reduce the potential labor force of the area. This weakens the position of the area should it desire to attract industry and does not improve the economic position of the migrants materially, since most of them are setting out with inadequate training for nonfarm occupations.

54. Buck, R. C.; and Bible, B. L. EDUCATIONAL ATTAINMENT AMONG PENNSYLVANIA RURAL YOUTH. Pa. Agr. Expt. Sta., B. 686. 25 p. University Park, 1961.

This is a report of further analyses of data from a 1957 followup study of a group of young adults who were sophomores in fourth class school district high schools in Pennsylvania in 1947. Interviews were completed, with the help of a commercial survey research organization for contacting those who no longer lived in Pennsylvania, with 2,344 of the original 2,810 young people.

The major concern at this time is with the relationship of educational attainment, by sex and residence, to such factors as IQ, personality adjustment inventory score, and parental expectations. Significance of relationships were tested by chi-square.

Since the young people were approximately 25 years of age at the time of these interviews, most of them can be presumed to have completed their formal education. At this point, 15 percent had dropped out of high school before graduation, 39 percent had received no formal education beyond high school, 31 percent had received some schooling other than formal college training, 5 percent had attended college, and 10 percent had graduated from college or were attending at the time of the study.

Although girls have a slightly better record on high school graduation, boys have significantly larger proportions in the advanced levels. Major reason given by girls for not finishing high school is needed at home; for boys, it is lack of interest.

Those living on farms have received less education than those living in villages or in the open country but not on farms. The farm boys did slightly less well on the intelligence tests. For the girls, the low group is the open country group. However, the differences, although statistically significant, are too slight to be of much help with predicting.

Girls who continued their educations beyond high school tend to have higher IQ scores than comparable groups of boys. This suggests there has been considerably less social pressure on the girls to get advanced educations.

The authors note a significant relationship between IQ and educational attainment for both sexes. However, they point out a loss of some consequence to society in that 15 percent of the boys and 20 percent of the girls with IQ scores of 105 or better did not complete high school. On the other hand, 9 percent of the boys and 7 percent of the girls with IQ scores below 95 attended or completed college.

The girls scored significantly higher on the California Test of Personality. Residence has no apparent effect on score results. For both sexes there is a positive relationship between educational attainment and personality score, but more decidedly so for boys.

Some relationships are noted between educational attainment and parental occupation. For instance, 19 percent of the fathers were white collar workers but 39 percent of the respondents who attended or completed college had fathers who were white collar workers. Comparable percentages for craftsmen are 21 and 18, for operatives 37 and 21, for farmers 17 and 17, and for laborers and service workers 6 and 5.

Respondents were asked two questions about their own occupations, (1) what they thought their parents wanted them to be and (2) what they wanted to be. Following are the percentages of the major occupational categories and educational attainment at the college attendance or graduation level, first by parental preference and then by respondent preference. Boys: Professional and business - 41-68, 45-60; clerical and sales - 5-8, 3-7; blue collar - 27-13, 32-19; and farmer - 27-11, 20-14. Girls: Professional and business - 53-78, 58-86; clerical and sales - 33-14, 32-8; and blue collar - 14-8, 10-6.

55. Dakin, R. E. (Ed.) AREA DEVELOPMENT: AN INTER-DISCIPLINARY APPROACH TO RESEARCH. Kan. Agr. Expt. Sta., B. 440. 44 p. Manhattan, 1961.

Authors: R. E. Dakin, R. D. McKinney, D. Knight, W. C. Rohrer, L. H. Douglas, and J. Hajda.

Social scientists at the Kansas State University have pooled their knowledge and other resources to set up and start to execute this inter-disciplinary attack on the problems of rural areas development in their State. Some of the work began as a study in the economics of conservation in 1957. It grew into an inter-disciplinary project in 1959 when political scientists, sociologists, and agricultural economists joined forces. Experiment Station resources and State legislative appropriations were added in 1960. A pilot demographic study has been conducted in Rice County, Kan., and some of the relevant findings are presented in the middle portions of this report.

The opening section contains historical material on the project and notes on how such a project can be helped to evolve by a controlled flow of planning, professional commitment and participation, and official sanction. Useful notes on the project design, as well as the pilot project, are included. Highlights of the findings are discussed briefly under such headings as, area population and trends, area trade trends, area economic resources and investment, organization in agriculture, community facilities and services, and units of local government.

Next, there is a discussion of implications for Kansas of the findings about Rice County, which was selected for study because of its presumed typicality of counties in Area 6, one of the 12 reasonably homogeneous agricultural areas of Kansas. The formal report closes with an outline of uses already made of project findings, including orientation work with fellow staff members at the University and at a seminar of colleagues from other midwestern institutions, other professionals working throughout the State, people in the study area, and government personnel.

Appendix sections contain detailed methodological notes and theoretical and research models for behavioral science analyses.

56. Hamilton, L. EXTENSION'S ROLE IN COUNTY RESOURCE DEVELOPMENT. 164 p., typewritten. Fort Collins, Colo. State U., 1961.
Master's report (M. Ed. in Ext. Ed.), Colo. State U.

Because of the decline in the lumbering industry as a supplement to its essentially agricultural economy, Adams County, Idaho, is in need of community development. The author, the agricultural agent in the county, presents this report in the interest of getting off to a good start on a community development program for the county.

First he reports on findings of a survey of secondary data sources as to the resources of the county, supplying statistics on such realized and potential resources as land, water, climate, livestock, grazing land, crops, timber, minerals, recreational and industrial, as well as such facilities as school, transportation, health and church. He reports briefly on his survey of the literature on community development research and then turns to his own survey.

After setting up contacts in ten States, Minnesota, Montana, Nevada, New Mexico, Oregon, Pennsylvania, Utah, Washington, Wisconsin and Wyoming, he sent questionnaires to 47 agents believed by their directors to be doing outstanding work in community development. He received useable replies from 42 of them, together with examples from many of them of research instruments they had used in their own work.

Summary observations include: Most frequently appearing committees with percentages — agriculture, 85; recreation, 64; and youth, 54. Leading data sources, in terms of percent rating them quite important — county records, 69; State agency bulletins, 56; and university staff, 51. Most useful committees, in terms of percent rating them quite useful — agriculture, 79; youth, 54; and recreation, 44.

Most useful jobs committees can perform, in terms of percent rating them quite useful: Agriculture — increasing crop yields, 56; testing new crops and crop varieties, 51; and improving pasture management, 46. Marketing — cooperative marketing, 44. Conservation — protection and improvement of mountain watershed areas, 67; water supply and use improving, 44; and using land for highest possible use, 44.

Farm management — crop production cost figures, 49. Family living — health and safety, 39; and family economics, credit, business, 38. Youth development — acquire knowledge and skills in agriculture and home economics, 59; and enjoy useful work experience, 49. Leadership development — demonstration of improved methods, 51; and provide leaders with information, 49. Public affairs — identify community problems, 79; determine community resources, 74; and promote town and country understanding, 62.

He directed another mail questionnaire to 207 Adams County residents, receiving useable replies from 93 of them. He presents observations about their answers to questions similar to those asked of the agents, sometimes making comparisons in terms of size of farm operation or age of farm operator.

57. Hirt, D. C., Jr. STUDY AND ANALYSIS OF THE PLANS AND ACCOMPLISHMENTS OF 226 BETTER FARMING AND BETTER LIVING FAMILIES IN 1958. 152 p., typewritten. Lafayette, Purdue U., 1960.
Thesis (M.S. in Ed.), Purdue.

The Better Farming and Better Living Program, Indiana's variation of the national program in farm and home development, is partially evaluated by this analysis of planning guides for 1958 of 226 farm family participants. Most attention is devoted to comparisons by tenure status and age.

As with most studies of this program, the participants turn out to be nonrepresentative. They tend to be biased in the direction of those who are upwardly oriented, interested in change, and best sittuated to make change.

A major consideration in the analysis is what the families consider to be their general or long-range goals and their specific or short-term goals. The long-range goals involve (in descending order for frequency of checking): (1) Education, (2) housing, (3) farm buildings, (4) farm ownership, (5) recreation and leisure, (6) family health, (7) cropping systems, (tie for 8) farmstead layout and landscape, and debt payment, and (10) furnishings and equipment.

A similar ranking of short-term goals (reasonably possible of accomplishment within a year) involves: (1) Farm productivity improvement, (2) attractive and efficient farmstead arrangement, (3) pleasant, well decorated house, modern household conveniences, comfortable and attractive furniture, (4) net worth increase, (5) family development through travel and vacations, (6) educational development, (7) family development through visiting and entertainment, (8) family security, (9) personal appearance improvement, and (10) religious growth.

Although the 1-year period cannot be considered positive evidence of trends, the plans indicate that increased portions of tillable acres are being devoted to high profit crops and livestock numbers are being increased. Most of the farms are mapped and there is an increased interest in scaled drawings of the farmsteads. Over 90 percent are keeping farm accounts but less than a quarter are keeping home accounts. Net worth increased on 204 farms and taxed farm income increased on 154 farms.

In the course of his summary the author makes suggestions for further research, mentioning some 19 fairly broad study topics in the general area that might be examined by further analyses of secondary data, such as he has done, or by original research.

Included in the appendix section are most of the tabular material of the report, a copy of the planning guide, and a bibliography citing the sources of his information about farm and home planning which he uses to develop his introductory chapter on how other States are carrying out the program.

58. Nelson, B. H. ROLE OF MONEY IN RURAL FAMILY LIVING. Tex. Agr. Expt. Sta., B. 979. 17 p. College Station, 1961.

This substudy of a larger one devoted to the problems of a low income agricultural area in Texas is concerned with money management considerations among young people and their parents. Data were supplied by personal interview with 140 children in the 7- to 12-year age range, 205 high school sophomores, and 175 parents of these young people. The sample was drawn from a 6-county area identified as the Blackland area in Texas.

A third of the youngest group receive allowances, as do almost one-fourth of the high school group. However, a tenth of the parents say they give their children allowances, indicating there may be some uncertainty about the distinction between allowance and spending money.

There is a general reluctance on the part of parents to have a formal allowance arrangement with their children, much as there is for having a family financial plan, even while admitting the probable educational and organizational value of both. The young people have no strong feelings about having or not having an allowance; most of those who have one feel it is "just right," indicating a general lack of concern about the matter.

All respondents have a definite awareness of the importance of money in their lives. However, adults do not take advantage of the opportunity an allowance provides for teaching money management to their children. Their own efforts to cope with the increasing importance of money, in the face of declining prospects of farm enterprises providing it in adequate amounts, is to take on off-farm work or to further deplete capital resources to maintain current income levels.

59. Photiadis, J. D. ATTITUDES TOWARD THE WATER RESOURCES DEVELOPMENT PROGRAM IN CENTRAL SOUTH DAKOTA. S. Dak. State Col. Agr. Ext. Serv. and Water Resources

Commission, Prelim. R. No. 1. 31 p. Brookings, 1960.

Agencies responsible for the Water Resources Development Program in North Central South Dakota desired to know how ready residents in the area were for a proposed irrigation project. The author conducted a survey in five counties — Beadle, Bon Homme, Brown, Marshall, and Spink — using area sampling methods. He interviewed 619 household heads, including both farm operators and town residents, on such matters as their attitude toward the program, their knowledge of the program, their ideas of strong and weak points in the program, and their willingness to sign a petition authorizing hearings about the program.

The author concludes people are more favorable than unfavorable to the program but that a generally low level of knowledge as to the practicality of the program exists. Nevertheless, over half would sign the petition.

Town people are more favorable to the program but are more apathetic toward it. Other groupings that tend to be more favorable to it include those with more education; farmers with either large or small operations; farmers who have more acres suitable for irrigation, more acres in crops, and more acres in tame grass; tenants rather than owners; and dairy or livestock farmers rather than grain farmers. He finds a statistically significant relationship between knowledge of the program and favorable attitude toward it, but tends to discount this because of the very low level of knowledge and the uncertain causality of the knowledge.

Respondents were asked to mention up to five strong and weak points about the program. In terms of the frequency of mention, they consider the major strong points to involve security (182), higher level of living (165), development of industry (102), population growth (87), and more family size farms (55).

Similarly listed, the leading weak points are too expensive (355), land not suitable for irrigation (163), public not educated about the program (97), more surplus of agricultural products (62), not practical (52), and more labor will be required (51).

Using these findings and others, based on county-by-county and occupational differences, the author suggests ways to pinpoint an educational program for the different areas and interest groups.

60. Roy, P.; and Walker, D. M. ASSIMILATION OF THE SPOKANE INDIANS. Wash. Agr. Expt. Stas., B. 628. 55 p. Pullman, 1961.

The authors conducted this substudy while participating in the rural development benchmark study in Stevens County, Wash., in 1958. The senior author and an associate personally interviewed a special sample of 40 Indian households. Comparisons are with similar information about 620 white households, also gained by personal interview, and by socioeconomic characteristics of the Indian respondents.

After a lengthy section on historical and anthropological information about the Spokane Indians, they present the theoretical model for their analysis of assimilation, ranging from acculturation, through social integration, to amalgamation. Then they submit their findings regarding acculturation, social integration, and amalgamation of Spokane Indians who remain in residence in Stevens County.

They find significant differences by chi-square on certain details of acculturation, including less education, a lower level of living, and lower incomes. Indians are becoming more socially integrated in the more formally institutionalized ways — church, school, and government — but not so rapidly in the more voluntary social ways — fraternal organizations — possibly because the latter tend to be set up for Indians only.

Some idea of amalgamation is gained through percent of white blood; this is estimated to be 43 percent for the respondents. The authors conclude that between 80 and 90 percent are involved in some degree of amalgamation and that a negative relationship exists between percent of white blood and age. They also note that marriages tend to be between couples having very nearly the same percent of white blood.

On the basis of calculated Pearsonian intercorrelations, they note significant inverse associations of age with education and income, and direct associations with social participation, percent Indian blood, and level of living. With percent of Indian blood as the dependent variable, they note significant inverse associations with income, level of living, and education, and direct association with social participation.

61. Sollie, C. R.; and Bailey, W. C. DELINEATION OF TRADE AREAS AND COMMUNITIES IN THE YELLOW CREEK WATERSHED. Miss. State U. Agr. Expt. Sta., Prog. R. in Sociol. and Rur. Life, No. 21. 26 p. State College, 1961.

As a basis for planning in that portion of the 4-county area which makes up the Yellow Creek Watershed — northeast Mississippi and southwest Tennessee — the authors made a detailed delineation and classification of the identifiable communities and neighborhoods. Their conclusions are based on their own reconnaissaince and on information provided by 294 residents of the area who were interviewed early in 1961. Included in the report are several maps outlining the areas they have identified — by methods approximating the Galpin trade area technique — a chart of their classification system, and suggestions as to how the information will contribute to planning.

The community classification system contains three major categories. At one extreme are the unorganized communities. The least visible of these are four that are labeled vestigial. These are recognizable only in the eyes of those who remember how things were as there is no visible evidence of a nucleus.

The next subgroup is called the insipient communities. There are five of these. They are most readily characterized as family centered. Next are 14 limited associations, each of which has a small church or some other single institution as a center. The last of three subgroups contains five hamlets that are characterized by possession of a few retail enterprises.

The second major category consists of organized communities, five in number, which are characterized by having a considerable amount of group activity that is structured by community development clubs. The third major category, one place, differs from the others in being formally organized with many of its actions quite rigidly structured.

62. Wenner, C. W. LAND USE PLANNING IN HANCOCK COUNTY. 79 p., typewritten. Columbus, The Ohio State U., 1960.
Thesis (M. S. in Agr.), The Ohio State U.

Although Extension is not mentioned specifically in this report, the author, who is the county agricultural agent in Hancock County, Ohio, where this planning venture is being undertaken, is a key member of the planning commission. He gives a review of the actions of the commission during the first two years of its existence, operating first on a county basis and then on an area basis.

He reports on the activities of the seven advisory committees — land use, subdivision, parks and recreation, highways, schools, public buildings, and education and promotion. Included are notes on the demographic material they have assembled for their projections to 1980 as well as their projected needs by this date.

Since most of the expansion will be on what presently is agricultural land, he devotes a chapter to probable agricultural adjustments over the period and notes how the commission is making every effort to save land best suited to agriculture for agricultural use and encouraging development of park, housing, public buildings, transportation arteries, industry, and the like on land having less agricultural utility.

He includes a proposed land-use zoning map of the county.

63. Whitmore, B. G. DEVELOPING POTENTIAL HUMAN AND PHYSICAL RESOURCES IN THE PLAINS AREA. 113 p. Fort Collins, Colo. State U., 1961.
Master's report (M. Ed. in Ext. Ed.), Colo. State U.

Preliminary to an intensified program of rural development, the author conducted this exploratory study among county planning committee members and other community leaders interested in rural development. He conducted the study in Kiowa County, Colo., where he is the agricultural agent. He sent his 1-page questionnaire to 154 leading citizens of the county and received useable replies in time for the analysis from 139 of them — 89 farmers, 29 rural nonfarmers, and 21 women.

His frequency and percentage tables were assembled with the aid of five decks of Unisort cards. His presentation is based largely on sorts by occupation, tenure, or residence for the various opinion questions on his instrument. Most of the explorations are in terms of percent checking "much" usefulness or importance categories. Prior to this presentation he offers chapters on rural development theory and methodology and a rundown on things to consider about the county while working up a rural development plan.

In terms of percent checking the "much" category and ignoring the qualifying effect of the "some" and "none" categories, and particularly the "no opinion" category, the following are some indicators of community leader opinions about rural development matters: From a list of six, they select the land ownership, town and country relations, and land use study committees as the most important action committees. Similarly checking from a list of seven, they select livestock and rangeland as the resources with the greatest potential for contributing to increased total income. From a list of 12, they select county planning committee, Soil Conservation Service, and farm organizations as the most useful groups to participate in the program.

Most important committee functions are believed to be: Land ownership committee — work on tenure and lease problems; inventory committee — find out what new business could be supported; industrial development committee — determine industrial requirements for water; irrigation committee — determine availability of water and initial and operating costs of wells; land use committee — work out grass-cattle correlation; farm business committee — make a market study for local farm products; and public relations committee — seek cooperation of churches, schools, and others to promote mutual understanding.

They feel most attention should be given to tax problems (list of five problem areas). They consider the best way to stabilize income is through year around crop and livestock operations or by establishing reserves of feed, seed, cash, and credit. They feel the best way for extension agents to help is by assembling information or acting as advisers.

See also Studies 13 and 79.

GENERAL EFFECTIVENESS AND PROGRESS OF EXTENSION WORK

General:

64. Gordy, A. S. EXTENSION ACTIVITIES AND ACCOMPLISHMENTS 1960. U.S. Fed. Ext. Serv., Ext. Serv. C. 533. 35 p. Washington, D.C., 1961.

The 1960 edition, the last that will be based on the previous pattern of State reporting, is much like its predecessors in that it gives major attention to statistical material for the reporting period and comparable data for the previous year, and supplements both with a few selected charts denoting trends, generally from 1930.

65. Kimball, W. J. THE RELATIONSHIP BETWEEN PERSONAL VALUES AND THE ADOPTION OF RECOMMENDED FARM AND HOME PRACTICES. 247 p., typewritten. Chicago, The U. of Chicago, 1960.
Thesis (Ph. D. in Ed.), The U. of Chicago.

As an adult educator with county experience in extension work, the author has a first-hand awareness of the need for better understanding of what makes people change their ways of doing things. His exploration of diffusion-adoption research (substantial bibliography appended) led him to believe that personal values must be involved. He conducted this carefully worked out study to identify relationships between selected values and certain extension recommended farm and home practices.

As a study base, he selected a 4-township area in Eaton County, Mich., and secured the cooperation of 53 farm couples who could meet nine standardizing criteria — farming on usual soil type for area, doing the usual type of farming (dairy), operating between 100 and 200 acres, farm owners, living on present farm 5 years or longer, neither spouse working off farm more than 100 days per year, husband between 40 and 60 years of age, couple married 5 years or longer, and at least one child. This was believed to have eliminated farm couples with most of the more common inhibitors to adoption from the sample, thus permitting the effect of values to be more readily observed.

He also selected 15 farm practices and 15 home practices currently being recommended for the area, and determined during the course of the interviews how many were being used by the farmer and his wife. He finds the adoption rates for farmers ranges from 9 to 83 percent per practice, and from 19 to 83 percent for the wives. Average number of adoptions per farmer is 7.1 and per wife is 8.4.

Using a pair ranking technique for 12 personal values, farmers and wives assign these mean value ranks (those with an asterisk are significantly different at the .05 probability level or better): Security — 2.83-2.86, family life — 3.36-2.27*, religion — 3.47-3.82, friendship — 4.35-4.42, recognition — 5.76-6.90*, helpfulness — 5.94-4.33*, workmanship — 7.07-6.91, freedom — 7.19-8.99*, orderliness — 7.74-8.12, wealth — 9.74-10.44*, influence — 10.02-9.57, and new experience — 10.49-9.33*.

He tested the relationship of each value to adoption score, assuming first linearity and then curvilinearity. For farm practices he finds significant correlation coefficients (r values; .10 level) for adoption score and recognition (-.265) and family life (.238). He finds a significant correlation ratio (n value; .05 level) for adoption score and security (.541). For home practices, he finds three significant correlation coefficients — recognition (-.303), helpfulness (.295), and freedom (-.287) and no significant correlation ratios.

Using the six values with the highest correlation coefficients — recognition, family life, religion, security, influence, and orderliness — the author computed regression coefficients which produced a coefficient of multiple determination (R^2) of .25 which would account for 25 percent of the variation in farm practices adoption. Recognition and religion have significant negative relationships and family life has a significant positive relationship.

For the home practices, the values used in the regression coefficients to produce a multiple determination coefficient of .34 are recognition, friendship, freedom, helpfulness, workmanship, and new experience. Recognition and freedom have significant negative relationships and friendship has a significant positive relationship.

By substituting the coefficients in the regression equation, he arrives at this predictive equation for farm practices:

$Y_0 = 10.22 - .479X_1 + .287X_2 - .380X_3 - .023X_4 + .120X_5 - .123X_6$ where the X values would be the individual's rankings of recognition, family life, religion, security, influence, and orderliness, respectively — using the original 12 values for the ranking. A similar equation is outlined for home practices.

Because most of his instruments are original, the author devotes a lengthy chapter to explaining his methodology for their validation, including both theory and statistical calculations. In his summary chapter he gives a thorough accounting of how his findings might be used in program planning and extension educational work in general.

See also Study 129.

Agriculture:

66. Cornell U., Ext. Studies Staff. EVALUATION STUDY OF FARM AND HOME MANAGEMENT PROGRAM IN NEW YORK STATE (IDENTIFYING SUBTITLE). Office of Ext. Studies, Report Series. Ithaca.

This series, which is expected to consist of 12 reports, had numbers 6 through 10 added during the reporting period. Each is a comprehensive report on some aspect of the 5-year experimental program in farm and home management that was carried out in New York.

67. Francis, D. G. COMMUNICATION CREDIBILITY OF A NONRECOMMENDED AGRICULTURAL INNOVATION. 79 p. Columbus, The Ohio State U., 1960.
Thesis (M. S.), The Ohio State U.

The author desired to contribute to the growing body of farm practices adoption research literature by studying how the processes work in a situation where a nonrecommended practice is adopted. Such situations differ from overadoption, which consists of overdoing a good or recommended thing, in that extension personnel do not recommend the practice at all.

Such a practice is the grass incubator for sprouting grain to be used as animal feed the year around. Extension specialists do not believe the device can provide sufficient advantages to justify its purchase and are not recommending it. As a consequence, potential users are being exposed to conflicting forces; agents say it is not economically practical and dealers say it is.

The author identified farmers who had purchased the incubators and asked them to fill out mail questionnaires. In addition to questions about themselves and their operations, he asked them to supply information as to the circumstances of their learning about the incubator, why and when they bought it, and what they think of it.

The original list, supplied by the manufacturer, of 43 farmers who had purchased a particular type of incubator was expanded by asking these farmers to mention others they know who have incubators. Seventy-five from the combined list of 88 returned questionnaires. Four had to be discarded because of incomplete information, leaving 71 records for this descriptive report.

Findings are summarized in tabular form to indicate whether or not there is support for a series of ten general hypotheses and their related empirical hypotheses. Support is evaluated by inspection of percentages. No statistical tests are applied because of the exploratory nature of the questionnaire items.

Following are approximate statements of the hypotheses that the author considers supported by his data: Adopters place greater credibility in favorable than unfavorable communication sources (in this case incubator salesmen and other farmers who have incubators rather than extension personnel). Satisfaction with the grass incubator varies inversely with sophistication (familiarity with the incubator). Satisfaction with the incubator varies inversely with time since adoption.

Once an opinion is developed, this opinion interferes with later conflicting communication messages. (Four times as many of the adopters, who talked with an extension agent about incubator, talked to him after contacting an incubator salesman.) Information that increases cognitive dissonance (doubt) will be avoided. Commercial information sources are more important in the adoption of nonrecommended practices than of recommended practices. Innovators of nonrecommended practices are not innovators of recommended practices.

The author, in collaboration with his major advisor, prepared a 10-page report on the same data for presentation at the Rural Sociological Society meeting at University Park, Pa., in 1960: D. G. Francis and E. M. Rogers, "Adoption of a Nonrecommended Innovation: The Grass Incubator."

68. Johnson, D. E.; and Wilkening, E. A. FIVE YEARS OF FARM AND HOME DEVELOPMENT IN WISCONSIN. A COMPARISON OF PARTICIPATING AND CONTROL FAMILIES. Wis. Agr. Col. Ext. Serv., Res. B. 228. 64 p. Madison, 1961.

This is a wrapup report on the 5-year experimental study of Farm and Home Development in Wisconsin. The evaluation is based on differences among five sample groups — 89 early participators, 78 later participators, 89 in-county controls, 89 out-county controls, and 53 later in-county controls. The in-county groupings consist of nonparticipating farmers living in counties that had the program; the out-county group consists of nonparticipants from counties not participating in the program.

The t-test for correlation of proportions and the chi-square test of goodness of fit are used. However, many of the differences, although in the expected direction, are not significantly different. Nevertheless, the authors gain support for the program by noting the consistency with which participators are more extreme in accepting or rejecting something, whereas the controls tend to be more average in their reactions.

Participants, both men and women, tend consistently to have had more extension contacts. Although participators generally had higher farm practices adoption status initially, they still managed to achieve greater adoption gains for many practices under consideration.

On the matter of record keeping, significantly more participators are keeping farm record books, milk production records, and household expense records. Control groups lead in proportion using joint checking accounts. However, there may be some justification in removing this from the list of recommended practices in the interest of efficiency in overall record keeping, which might indicate separate accounts for farm and household expenditures would be more desirable.

There are no significant differences by farm size and production, although participants tend to have larger herds and herd production but lower average milk production per cow. There is some indication the latter difference may result from differences in record quality or manner of building up the herd.

Participators show greater gain in 10 of 11 measures of assets, liabilities, net worth, and income. The exception is a logical one — off-farm income.

The change in level of living is clouded by a high initial level for all parties. However, the participators show a slightly greater gain. On the matter of consumption of home produced vegetables and meats, the participators held to the same pattern while the control groups tended to decrease consumption.

Although the officership rate fell off for men and increased slightly for women, the overall organizational membership rate is higher for participants than for controls.

69. Nielson, J. THE MICHIGAN TOWNSHIP EXTENSION EXPERIMENT: THE EXPERIMENTAL PROGRAM AND FARMERS' REACTIONS TO IT. Mich. Agr. Expt. Sta., Techn. B. 284. 116 p. East Lansing, 1961.

This is the second in the series of terminal reports on the Michigan Township Extension Experiment (see Study 65 in the 1960 Review). It consists of a detailed rundown on incidentals, sidelights, and insights in the program as a whole with data from the evaluation survey used to supplement the interpretations.

Considerable attention is given to the history of the program with details on thinking that went into the final action decisions. There is a short chapter on the objectives of the program and a longer one on organization and administration with details on role definition. Then the local setup work, including finance, is discussed, with comments on how the different townships handled this phase.

Next is a lengthy section on educational methods used. These tend to be of the more personalized variety although there is some use of newsletters. Then comes a section on participation and discussion of reasons for the participation levels accomplished.

The final section is devoted to appraisal of all aspects of the program. This is supported by information supplied by 148 farmers in the study sample and 163 in the control sample. Most feel their township is at least somewhat better off because of the program. Half of the participants think the program was very helpful to them personally. They feel it was most helpful in bringing about adoption of new ways of doing things, increasing farm income or efficiency, increasing crop yields, providing information and ideas, and spreading information to farmers.

Over half would give unqualified encouragement to starting a township program in another area; a tenth would discourage such a venture. Almost half would be willing to pay $40 or more a year to have the program continued. However, only one of the five townships voted approval of necessary legislation to continue the program beyond the experimental period.

70. Rogers, E. M.; and Burdge, R. J. MUCK VEGETABLE GROWERS: DIFFUSION OF INNOVATIONS AMONG SPECIALIZED FARMERS. Ohio Agr. Expt. Sta., Res. C. 94. 26 p. Wooster, 1961.

Although the diffusion-adoption concept has been quite thoroughly researched in recent years, the authors felt more should be known about diffusion from a specific research facility (the Ohio Agricultural Experiment Sub-Station Farm near Willard, Ohio) to a highly specialized farming group (61 farmers on 44 muck vegetable farms in three Northern Ohio counties). Their major concern was finding ways to shorten the time lag between innovation and widespread adoption by observing how this small group of intensive commercial farmers react to farm practices innovations.

Their data, secured by questionnaire or personal interview, suggest that, when compared with other farmers in Ohio, muck vegetable growers tend to be younger, have more education, employ more labor, travel more for informational and other purposes, and have larger holdings. They have much more direct contact with agricultural scientists, which means they are more inclined to bypass local extension facilities and farm magazines. Over half (54 percent) visited the Sub-Station during the previous year (1959); 51 percent attended the special 2-day muck crops school during 1959.

Using a 14-practices adoption instrument, the authors assigned adoption scores and adopter categories to their respondents. The growers are dispersed in close agreement to curves established in other adoption research.

Although the numbers in the extreme categories are too limited to justify positive conclusions, there is some indication that innovators differ from laggards in that they are younger, have more education, have larger farm operations in terms of acres and labor per farm, travel more to observe innovations, and live closer to the Sub-Station. They are more apt to go direct to the Experiment Station for information, to have visited the Sub-Station and attended the muck crop school during the past year, and to be named as a source of information by four or more other growers.

The authors conclude that muck growers, although intensively research minded and progress oriented, will not be motivated greatly by the usual change agents using their usual techniques. They are not "expert" enough for this specialized farming group who look to the "scientist" for their information.

71. Silverman, L. J.; and Bailey, W. C. TRENDS IN THE ADOPTION OF RECOMMENDED FARM PRACTICES, ALCORN COUNTY, MISSISSIPPI, 1954-1957. Miss. Agr. Expt. Sta., B. 617. 8 p. State College, 1961.

The authors analyze data from two studies in Alcorn County, Miss., to note changes in farm practices adoption and characteristics of the practices adopted. The first study was done in 1954 by personally interviewing 161 farmers about their 1954 crop year; the second was done in 1957 with as many as possible (107) of the same farmers, this time soliciting information about their 1957 crop year. Comparisons are in terms of applicable practices among 12 under consideration, 1,020 for the 107 farmers.

They find that 68.1 percent of the applicable recommended practices were being used in 1957, as opposed to 59.2 percent in 1954. The change is the net result of adding 17.5 percent and dropping 8.6 percent of those previously adopted. About half (50.6 percent) were followed both years; 26.1 percent were changed and 23.3 percent were not followed either year.

By examining trends for individual practices, considerable variation can be noted. Net percentage changes range from 39.3 percent increase for use of Warfarin rat poison, to no change for mowing pastures and testing soil within five years, to 11.4 percent decrease in side dressing corn.

The authors conclude that most farmers change their farm practices but that those who could add more practices do add more of them. However, those who had adopted more practices in 1954 did not drop more by 1957 than those who had adopted fewer by 1954. From observations of special data on three corn practices, they note that 34 percent of the changes are in combinations that would tend to increase yields and 25 percent are in combinations that would tend to decrease yields.

72. Tucker, C. F. PREDICTION OF RATE OF ADOPTION FROM CHARACTERISTICS OF FARM INNOVATIONS. 70 p., typewritten. Columbus, The Ohio State U., 1961.
Thesis (M. S.), The Ohio State U.

Students and rural sociology staff members of the Ohio State University personally interviewed a random sample of 86 commercial farmers in Miami County, Ohio, in December, 1958. Respondents supplied information about adoption of 13 farm practices. The author also asked 12 persons he calls his change agent sample — Vo-Ag teachers, bank farm representatives, extension agents, and the like — and 12 of the farmer respondents to rate each practice on six characteristics. Each farmer was rated by his interviewer on social status and adoption category.

This analysis is based on seven practices, those that had been adopted on over 20 percent of the farms where applicable. The author computed rates of adoption for each practice by calculating time in years between the point when 5 percent had adopted and the point when 20 percent had adopted the particular practice. For the selected practices, these rates and adoption percentages are: Amino triazole weed spray, 4.5 years and 23.7 percent; 2,4-D weed spray, 3.7 years and 77.9 percent; antibiotic hog feeds, 3.0 years and 53.0 percent; Clintland oats, 2.7 years and 63.2 percent; Lindane or BHC for hog mange, 2.3 years and 28.6 percent; artificial breeding of dairy cows, 2.3 years and 59.1 percent; and Warfarin rat poison, 1.8 years and 79.0 percent.

He used these rates for making comparisons with weighted scores for the characteristics. The latter were rated by the 12 change agents and the cross section of 12 farmer respondents. He developed eight general hypotheses to be tested by these data, each with one or more empirical hypotheses. He tested for significance by chi-square or Spearman rank order correlation.

He finds that the change agent judges do not rate the six characteristics of innovations — profit advantage, time saved, physical comfort, complexity, compatibility, and divisibility — significantly different from the way the farmer judges do.

He also concludes that rate of adoption of innovations does not vary directly with their degree of profit advantage, time saved, complexity, physical comfort, compatibility, or divisibility, although they come close for divisibility and compatibility. However, each of them is related to adoption in the expected direction, if not significantly, so he concludes, by sign test, that the six characteristics considered together are directly related to rate of adoption.

See also Studies 94 and 102.

Home economics:

73. Rogers, E. M.; and Havens, A. E. EXTENSION CONTACT OF OHIO FARM HOUSEWIVES. Ohio Agr. Expt. Sta., Res. B. 890. 18 p. Wooster, 1961.

To fill a gap in existing knowledge of communications behavior, this study reports on the spread of homemaking innovations from home demonstration agents in Ohio to homemakers. A statewide area sample (88 commercial farm homes) was used to identify farmers for a larger study. This one reports on information supplied by their wives about personal and impersonal contacts with home demonstration agents.

Two-thirds report no personal contacts with agents during the period under consideration and slightly over a quarter report no impersonal contacts. Among the types of personal contacts, the largest group (23 percent) mention visiting or calling the agent at her office; 17 percent were visited by the agent and 15 percent mention helping plan an extension program. Six percent mention attending local or county meetings, tours, or demonstrations. Among the impersonal contacts, half mention reading agent articles in newspapers and 30 percent each mention contacts via agent radio or television programs, or various direct mail contacts.

The authors developed an extension contact scale by combining personal and impersonal types of contact and find considerable duplication of contacts among those who have any at all. However, they feel the situation is more accurately described as a continuum than an either-or phenomenon. One-fourth still have no contacts and almost one-fourth have a single contact, but the rest (51 percent) have from 2 to 6 contacts.

Next, they made some comparisons between selected characteristics and contacts score. They report significant correlations (.01 level) between extension contact score and acquaintance with Extension, number of magazines read, social class, years of education, homemakers' innovations adoption score, and extension knowledge score. Correlations for age, opinion leadership score, and venturesomeness score are not significant. They also note significant interrelatedness between husband and wife on adoption of innovations score, extension contact score, and opinion leadership score.

See also Studies 46 and 110.

4-H Club work:

74. Brack, R. E. A STUDY OF THE RELATIONSHIP OF FAMILY BACKGROUND AND STATUS TO THE AGE AT JOINING AND PERSISTENCE IN 4-H CLUB WORK OF STUDENTS IN THE NINTH GRADE IN TEN WISCONSIN COMMUTIES. 86 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M. S. in Coop. Ext. Ed.), U. of Wis.

This is another segment of the study in depth of school reorganization in Wisconsin. Data regarding ninth graders, 92 boys and 84 girls who had been or currently were members of 4-H Clubs, are analyzed for purposes of learning if a pattern of relationships exists among selected personal and family background characteristics and (1) remaining in 4-H Club work and (2) age at entering into club work. The young people were those ninth graders in the 10-community sample for whom information on their parents was collected when the students were in the sixth grade.

Comparisons are made for boys and girls separately in terms of (1) starting age — under 10.5 years, 10.5 to 11.5 years, and 11.5 years or over at time of starting 4-H Club work — and (2) tenure in 4-H Club work — one year and out, 2 or 3 years and out, and 4 or more years and still in — on (1) 15 items of background information on the students supplied by the parents when the students were in the sixth grade, and (2) 10 items of family status supplied by the students' sixth grade teachers. Significance of relationships were tested by analysis of variance and F test, using the .01 level for rejection of the null-hypotheses and considering the .05 level as the limit of the region of doubt.

The findings are presented in tabular fashion for the various characteristics by sex and age groups. Many of the differences are in expected directions but many are not significantly different. Age at joining considerations that meet statistical tests include: Boys who joined at age 11.5 years or older tend to live on larger farms. In an area where the two major religious groups are Catholic and Lutheran, children of the Lutheran faith tend to join at younger ages. Both boys and girls tend to join at younger ages if they have brothers or sisters in 4-H Club work. Students tend to join at younger ages when their parents participate in and have an interest in the 4-H Club program — attend meetings regularly and act as club leaders.

The persistence of tenure considerations does not provide many significant relationships, although there are three that apply to a degree for boys — socioeconomic status of the family, number of organizations to which parents belong, and teacher rating of family background. The boys in 4-H Club work four or more years have significantly higher family socioeconomic status than do boys who drop out after one year; other pairs of comparisons on this consideration are not significant.

75. Letlow, E. E. A COMPARISON OF THE JUNIOR 4-H DROP-OUTS OF BIENVILLE PARISH AND CLAIBORNE PARISH, LOUISIANA, 1960-61. 89 p., typewritten. Baton Rouge, La. State U., 1961.
Thesis (M. S. in Agr. Ext. Ed.), La. State U.

This is a partial replication of a previous study that was conducted by another worker in Claiborne Parish, La., a year earlier. The earlier study approximated a matched-pair analysis of 50 re-enrollees and 50 dropouts from junior 4-H Clubs. The present one concentrates on the dropouts and makes comparisons with the dropouts of the Claiborne Parish study. In some respects this is unfortunate, since differences between dropout groups might have been more accurately interpreted if comparable data for the corresponding re-enrollee group were available.

The author interviewed all (77) of the 1960 junior 4-H Club members in Bienville Parish, La., who did not re-enroll in 1961, using questions comparable to those used with dropouts in the earlier study. He reports findings, largely in terms of percentages, in such a manner as to make comparisons between the two dropout groups most convenient.

Quite frequently, the percentages are of the same order with the Bienville Parish data tending to be somewhat more favorable to club work. The author assigns relationships by inspection of percentages, and concludes there are positive relationships between dropout rate and (1) late initial enrollment in junior 4-H Clubs and (2) nonfarm residence. He concludes the relationships are negative between dropout rate and (1) completing projects, (2) attendance at local club meetings, (3) performance of club duties, (4) participation in club events, (5) awards earned, and (6) electing live animal projects.

76. Lind, C. A STUDY OF CAMPING AND OTHER SUMMER ACTIVITIES OF 4-H MEMBERS IN UTAH, 1959. 122 p., typewritten. College Park, U. of Md., 1961.
Thesis (M. S. in Adult Ed.), U. of Md.

The author desired to know how well the 4-H camping program is fitting into present day club work in Utah. She designed a 7-page mail questionnaire and sent it to a randomly selected sample of club members — one-fourth of the counties and 5 percent of the members in those counties. In this manner, she identified 179 members to be representative of the 13,226 members on club rosters for 1959.

Replies were received in time to be included in the study from 169 members. Comparisons with data from existing State club records indicate that the sample is comparable to total membership on sex distribution — about three girls to one boy — but overrepresented by rural nonfarm residents at the expense of farm residents. It is a slightly older group and the members have been in club work slightly longer. Fifty-five percent of the sample and 66 percent of the total membership attended camp the previous summer.

Questions on the largely precoded instrument are grouped under five headings, "About You," "About Your 4-H Club," "4-H Camping Activities in 1959," "Your Other Summer Activities," and "What Do You Like?" The write-in items were coded afterward and all information was transferred to IBM cards for tabulation. Percentage comparisons are used throughout with significance levels determined for some of the more vital relationships by computing standard errors of percentages.

The author had two major questions in mind while reviewing her data. The first concerns who participate in 4-H Club camps and what do they know or think about the camping program. The overall impression is a favorable one. Higher attendance is noted for girls, the younger members particularly first-year members, members of larger clubs, the extreme economic groups, and members who are gainfully employed.

Knowledge about camping — length of camp, who can or do go, age and sex requirements, and the like — tends to be associated with age of member, tenure in club work, having parents who are or were 4-H leaders or who have been club members, and having brothers or sisters currently in clubs.

Camping is popular in Utah and many varieties are available. Collectively, respondents prefer (1) 4-H Camp, (2) camping with the family, (3) Mutual Improvement Association (MIA) camp, (4) Boy Scout camp, (5) Girl Scout camp, (6) other religious camps, and (7) community recreation camp. More boys choose scout camp and more girls choose MIA camp. Younger members prefer camping with the family.

Her second major question concerns activities available to these young people that take them away from their homes. She finds that 94 percent had been away from their homes for at least one night sometime during the previous summer. Almost half had attended 4-H camp. A fifth had attended other camps. Almost three-fifths had taken a vacation trip. Not quite half had visited someone.

On an average, respondents had been on almost two such ventures during the summer. Although almost a third had been away over two weeks, the average time away was about one week.

Although almost all of her respondents had known the growing-up feeling of being away from home sometime during the previous summer, less than half of them had attended a camp other than the 4-H Camp. This indicates the continuing need for the 4-H Camp program for the experience (1) of being away from home, and (2) of being more or less "on your own" among young people of a similar age. Urgency of the need must be assessed in terms of how valuable is the broadening experience of 4-H camp life and how available alternative camping opportunities really are to 4-H Club members.

77. McCully, W. B., Jr. THE OPINIONS OF 4-H CLUB MEMBERS, PARENTS, LEADERS, AND EXTENSION WORKERS CONCERNING COMPETITIVE ACTIVITIES IN 4-H CLUB WORK IN SEVEN KANSAS COUNTIES. 83 p. Stillwater, Okla. State U., 1961.

Master's report (M. S. in Agr. Ed.), Okla. State U.

This exploration of the competitive aspects of 4-H Club activities is based on a mail questionnaire survey conducted in Brown, Clark, Dickinson, Ellis, Grant, Grove, and Summer Counties, Kan., in the winter of 1961. Using four instruments, each modified to get comparable information from a purposive sample of members, parents, leaders, and extension workers, the author obtained replies from 116 of 198 4-H Club members, 50 of 70 club leaders, 76 of 139 parents of club members, and 14 of 16 4-H Club agents. He reports on findings in descriptive fashion with tables of percentages and numerical frequencies.

Following are percentages of boy and girl members, parents, leaders, and agents, respectively, who rate these competitive activities as possessing superior educational value (percent of those checking): Livestock and poultry judging — 37.8-9.5-31.6-32.0-35.7, promotional and project talks — 17.0-17.5-47.4-36.0-64.3, livestock and dairy products judging — 15.1-4.8-25.0-34.0-35.7, crop judging — 9.5-0.0-29.0-26.0-28.6, model meeting — 9.5-27.0-21.1-28.0-42.9, demonstration—11.3-50.9-44.7-36.0-64.3, project exhibiting at fairs — 51.0-52.5-35.6-42.0-28.6, land and range judging — 3.8-0.0-15.8-18.0-21.4, manipulative skills — 7.6-0.0-23.7-14.0-14.3, style review and grooming — 3.8-41.4-22.4-30.0-28.6, and talent — 3.8-11.1-15.8-18.0-21.4.

When the question is how much emphasis to place on the same activities, these percentages — same order — feel the proper course is to continue present practices in: Livestock and poultry judging — 68.0-31.8-67.2-78.0-71.4, promotional and project talks — 35.9-38.2-67.2-78.0-71.4, livestock and dairy products judging — 35.9-17.5-65.9-70.0-71.4, crops judging — 15.4-3.2-65.9-68.0-64.3, model meeting — 43.5-50.9-47.4-62.0-71.4, demonstration — 30.2-68.4-65.9-74.0-78.5, project exhibiting at fairs — 86.9-71.6-63.2-80.0-64.3, land and range judging — 5.7-3.2-52.7-48.0-64.3, manipulative skills — 13.2-3.2-63.2-62.0-57.1, style review and grooming — 18.9-74.7-59.3-70.0-64.3, and talent — 7.6-44.5-50.0-64.0-21.4.

Although the question is asked in terms of the maximum level of competition — local, regional, State, national — that they believe to be of optimum benefit to the individual, the following percentages feel it is not important to take part in these contests: Livestock and poultry judging — 0.0-3.2-4.0-0.0-0.0, promotional and project talks — 5.7-0.0-2.6-4.0-0.0, livestock and dairy products judging — 0.0-1.6-4.0-4.0-0.0, crops judging — 3.8-1.6-5.3-0.0-0.0, model meeting — 1.9-1.6-13.2-12.0-0.0, demonstration — 1.9-1.6-2.6-4.0-0.0, project exhibiting at fairs — 0.0-0.0-1.3-0.0-0.0, manipulative skills — 5.7-4.8-5.3-10.0-7.1, style review and grooming — 11.3-1.6-5.3-4.0-0.0, and talent — 5.7-1.6-9.2-12.0-14.3.

Although the "right" answer is "disagree" in some instances, these percentages agree with statements that club activities in 4-H Club work: Provide benefits to a select few club members — 19.0-4.8-17.1-12.0-0.0, stress winning and achievement over educational values — 26.3-17.5-29.0-34.0-21.4, do much to encourage individual effort on the part of club members — 62.4-85.9-67.2-62.0-78.5, do much to promote general interest in agriculture — 64.3-68.3-52.7-56.0-50.0, take too much time and effect — 7.6-1.6-40.8-12.0-7.1, are good sources of experience and meeting and getting along with people — 85.1-85.9-71.1-72.0-85.7, often cause students to get behind in school work — 7.6-3.2-17.6-22.0-7.1, and are a necessary part of proper training and citizenship — 58.1-73.1-67.6-62.0-57.1.

A final question deals with the educational value of selected 4-H Club experiences as supplements to school experiences. These percentages feel these peripheral aspects of 4-H Club competitive activities have superior value: Working with members of a group — 64.2-68.4-51.3-70.0-57.1, citizenship — 52.9-60.4-44.7-48.0-42.9, cooperativeness — 64.3-52.5-46.1-56.0-50.0, social adjustment — 35.9-57.2-42.1-48.0-50.0, assuming responsibility — 62.4-70.0-58.0-64.0-50.0, individual thinking and expression — 45.4-63.6-42.1-52.0-57.1, handling personal finances — 35.9-41.3-36.7-24.0-28.6, record keeping — 58.6-50.9-42.1-36.0-42.9, correct parliamentary practices — 34.0-49.3-38.2-42.0-42.9, promote good health — 18.9-39.8-34.2-16.0-21.4, and develop social interests — 26.4-55.7-31.6-36.0-71.4.

78. Thorburn, P. N. AN ANALYSIS OF THE 4-H CLUB PROGRAM FOR 14- TO 17-YEAR-OLD MEMBERS IN KNOX COUNTY, OHIO. 135 p., typewritten. Columbus, The Ohio State U., 1960. Thesis (M. S.), The Ohio State U.

The major objective of this study is to improve 4-H Club work in Knox County, Ohio. To get ideas for his study, the author surveyed the literature at his disposal and made comparisons of 4-H Club statistical data for 1954-58 between Knox County and each of six selected Ohio counties, as well as with the 6-county averages.

Then he used mail questionnaires directed to a one-third sample of 1959 Knox County re-enrollees (123 approached; 98 responded), the dropouts between 1958 and 1959 (139 approached; 81 responded), and the club advisers (69 approached; 64 responded). He makes voluminous percentage comparisons between the member groups, frequently by sex, on background characteristics and selected aspects of club work.

Without employing statistical tests it is difficult to assess significance of differences between the groups for there is a remarkable similarity in overall characteristics. When one group is high, the other one almost invariably is also. When one group is low, the other is likely to have a low percentage figure within a few points of the former.

In terms of percent checking, boys give as reasons for re-enrolling: Enjoyed project work (72), opportunity to participate in fair (72), friends joined or stayed in club (59), club was available in community (55), and enjoyed the social activities (55). Major reasons for girls are: Enjoyed project work (87), opportunity to participate in fair (62), club available in community (59), and enjoyed social activities (52).

Major reasons given by boys for not re-enrolling are work conflict (52) and no club available (24). For girls, the major reasons are work conflict (41), no longer interested (21), and too many school activities (18).

There is a lengthy section on values the three groups place on various aspects of club work. Almost invariably, advisers assign more importance than do either of the member groups. Percentages generally are of the same order for the member groups. Seldom do they deviate by more than a few points.

Occasions — with percentages for reenrollees and dropouts who assign "above average" values — where percentages differ by more than five points are, learning a skill through project work (86-79), watching a demonstration (72-59), investing own money in project (71-52), deciding which projects to take (69-57), and adviser visiting project (48-42).

Similar relationships exist for a series of leadership activities. Major differences noted include planning club activities (68-58), and learning to conduct a meeting (65-75).

On a series of camp activities, differences in percentages of "above average" value ratings in excess of five points occur on making new friends at camp (41-52), taking part in vespers program (34-46), living away from home at camp (33-48), attending county 4-H camp (32-41), and doing craft work at camp (27-33). Again, adviser ratings run 20 to 30 points higher than either member group.

See also Study 96.

Development work:

79. Cole, L. W.; and Kaufman, H. F. A MISSISSIPPI PROGRAM IN TRADE CENTER DEVELOPMENT. Miss. Agr. Expt. Sta., Prog. R. in Sociol. and Rur. Life No. 17. 35 p. State College, 1961.

Records of towns that had participated in the Mississippi Hometown Development Program, 125 for 1958 and 28 for 1957-59, provide the basis for this analysis. The authors were interested in identifying organizational procedures that are conducive to success in the program. They also desired to learn changes in program emphasis between the first and third year of the program in certain towns that stayed in the program for the three years.

The 1958 records are used for most of the comparisons. Many of the measurable indicators are assembled in tabular form and percentage comparisons are made. Included, also, are case study reports of procedures used by different sized towns and a comparison of methods used in a successful community and a composite of methods used in several unsuccessful communities.

They note that successful programs tend to be characterized by: (1) An experienced and representative sponsoring body; (2) involvement of a wide variety of organizations and individuals in planning and executing the program; (3) varied projects to appeal to the diverse local interests; (4) extensive publicity and many special community activities; and (5) frequent program evaluations.

Programs that are less successful tend to fall down on the matter of involving all segments of the community population, concentrating on quantity and ignoring quality, and not having or setting up necessary organizational structures.

The towns that stayed in the program tend to adopt more of the characteristics of the successful programs. Sponsoring groups tend to become more specialized in functions and better equipped to execute their assignments, programs tend to have wider bases of appeal and involvement, and more special activities are planned and more widely publicized.

80. Evans, H. C.; Armentrout, W. W.; and Jack, R. L. SOME EFFECTS OF PRICE AND INCOME SUPPORT PROGRAMS ON MARGINAL FARMS. W. Va. Agr. Expt. Sta., B. 451. 35 p. Morgantown, 1961.

Secondary data sources bearing on the national and West Virginia situations are used to develop theoretical models to aid in determining the probable effect of price and income support programs on the low income or marginal farm operator. Previous research findings and conclusions of recognized economists are introduced by way of further documentation.

The conclusion is that farmers operating in specialized areas produce most of the farm products. They are the ones who stand to benefit most from supports because they are most aware of the advantages of adopting new practices and are more ready to adopt them. As a result, they are best able to withstand the depressing effects on price of their increased output. On the other hand, marginal farmers who are not in a position to adopt new practices so readily, or at all, are much more adversely affected by depressed prices because of their failure or inability to take advantage of innovations that might reduce input costs.

Since the benefits of supports go to those who can present their products in the market place, the benefits tend to accrue most abundantly to those who can present their goods there most economically. This tends to concentrate production in the most economically advantaged areas and to place even greater hardships on operators in the marginal areas.

81. Jurchak, T. B. COUNTY EXTENSION STAFF MEMBERS' PERCEPTIONS OF RURAL DEVELOPMENT IN PENNSYLVANIA. 71 p., typewritten. University Park, The Pa. State U., 1961.
Thesis (M. Agr. in Rur. Sociol.), The Pa. State U.

Shortly before the author undertook this study (spring 1961) the Pennsylvania Cooperative Extension Service had expanded its involvement in rural development work from the pilot counties to 37 of the 67 counties in the State. It had put on five new people to coordinate the work and was encouraging the other counties to participate to the extent of their ability and facilities. The author felt the time was right to assess agent understanding of the work and opinions about it.

He conducted this study by directing mail questionnaires to all county agent personnel, exclusive of specialists who might, only incidentally, be officed in a county. He received useable replies from 220 of the 248 agents in time for his analysis.

He presents his findings in terms of percent replying to the different options, by agent status. The summary will be confined largely to percentages of total response or percentages of differences by sex of agent; the report contains similar information by five agent groups — county agent, associate county agent, assistant county agent, home economist, and associate or assistant home economist.

Insofar as attitude toward rural development is concerned, a third are enthusiastic and half think it is all right. Two-fifths contend they understand RD activities pretty well; half understand some of the activities. Slightly over a fourth (28 percent) think of it as the same thing they have always done, but with new groups; 14 percent think of it as separate from the county extension program.

Three-fourths think of RD as a legitimate area of work in the extension program; 2 percent do not, and the others are undecided. Two-thirds think they have a responsibility to initiate the work in their counties; 7 percent do not, and the others are undecided. Fifty-six percent think they should act only as advisers to RD organizations outside of Extension.

The yes-don't know-no percentage breakdown on the question of whether or not respondents expect there will be difficulty in coordinating agriculture and home economics work in RD is 30-25-45 for total, 32-22-46 for men agents, and 28-30-42 for women agents. Similar breakdowns for all respondents as to the likelihood of need for change include: Extension organization, 46-28-26; extension methods, 63-14-23; and selection of new extension workers, 42-35-23.

Percentage breakdowns for a similar series of opinions (very important-important-not important) on importance to planning in RD include: County extension staff, 54-40-6; county executive committee, 40-49-11; county RD committee, 52-29-19; local representatives of government farm agencies, 17-58-25; local representatives of government nonfarm agencies, 25-65-10; and other groups, 58-37-5.

Percentages of respondents who expect to work with selected groups on RD work include: Service clubs (PTA, civic, church), 77; planning commissions, 53; ASC, 44; FHA, 43; chambers of commerce, 41; SCS, 39; public health agencies, 34; Department of Forests and Waters, 36; industrial development committees, 36; Pennsylvania Game Commission, 32; Pennsylvania Fish Commission, 30; Department of Public Assistance, 30; Bankers' Association, 29; county welfare agencies, 28; Public Credit Association, 23; Social Security Administration, 17; REA, 14; and Department of Highways, 13.

A third or more of the respondents expect to include the following RD-type activities in the county program during 1962 (percentages of total, men agents, and women agents): Rural-urban understanding, 54-62-40; management, decicion making, 53-56-49; forestry, wildlife, forest recreation, 44-64-13; marketing farm products, 43-61-13; planning, zoning, 42-58-18; problems of low income and part-time farmers, 41-51-24; rural, urban land use, 39-56-12; non-4-H youth problems, 39-35-46; problems of the aged, 36-12-73; and nutrition for low income farm families, 36-14-73.

In terms of percent checking "very interested," the following order exists among total, men agent, and women agent felt needs for training in RD-related areas: Program determination, planning, 64-60-72; working with persons in key positions, members of program committees, 60-55-70; problems of low income, part-time farm families, 58-45-80; non-4-H youth problems, 53-36-83; rural urban understanding, 51-49-56; rural, urban land use, 49-60-29; planning, zoning, 47-53-35; water problems, 46-53-34; nutrition for low income families, 43-12-90; forestry, wildlife development, 41-54-18; industrial development, 40-53-17; group discussion techniques, 40-27-60; attracting tourist business, 38-35-44; public recreation, 38-31-48; problems of the aged, 36-6-81; and public health, 29-14-53.

82. Rickett, J.A. THE EFFECT OF A COMMUNITY DEVELOPMENT CLUB ON FARMERS' KNOWLEDGE OF AGENCIES AND GROUPS: A CASE STUDY OF TWO COMMUNITIES. 70 p., typewritten. Lexington, U. of Ky., 1961.
Thesis (M. S. in Agr.), U. of Ky.

Comparisons are made between two Kentucky communities, Unity which has a community development club and Waver which does not, for purposes of observing possible effects of community development clubs on farmer awareness of services available from selected agencies and groups. The author used a list sample of 25 farmers from each community (about half in each case) and secured information from them by personal interviews taken in June 1960.

The groups do not differ significantly (chi-square and .05 level) on size of farm, farm income, off-farm income, age, or education. The communities are similar in many observable characteristics, such as topography, farm operations, organizations, institutions, and utilities.

Respondents were asked questions about selected agricultural agencies, from which the author compiled knowledge scores for each of them. By dividing the respondents at the median into two groups, he made comparisons to find significant relationships. He finds significant ones between knowledge score and farm income, total income, education, and access to television.

When farmers in the two communities are compared on knowledge, the ones in the community with a club tend to have more knowledge of Extension Service, Agriculture Stabilization Conservation Program, and Soil Conservation Service. The others tend to be better informed about the County Health Department, the Social Security Program, and the rural electric cooperative.

Most of the other differences tend to favor the community without a club. At the same time, the farmers in the community with a club tend to make as much or greater use of services of the agencies mentioned. This prompts the author to suggest that the club is performing a "repository of knowledge" function that individuals in the other community have to perform for themselves.

See also Studies 57 and 60.

Marketing, consumer educational work:

83. Porter, W. F.; and others. FOOD BUYING. KNOWLEDGE — CONCERNS — PRACTICES. AN EVALUATION OF THE MARKETING INFORMATION FOR CONSUMERS PROGRAM IN THE WHEELING-STEUBENVILLE AREA. W. Va. Agr. Expt. Sta., B. 456. 70 p. Morgantown, 1961.

Joint authors: W. F. Porter, W. W. Armentrout, M. K. Conrad, R. Dimit, G. Lyon, C. E. Swank, and G. Ueland.

This is a check on the effectiveness of the Marketing Inforamtion for Consumers (MIC) program that has been in operation since 1951 in the Wheeling-Steubenville metropolitan area — Southeastern Ohio and Northeastern West Virginia. It was conducted during June and July 1958 by personal interviews using a sample drawn from three of the eight counties in the area.

Whenever possible, the main purchaser of foods for the household was interviewed. Analysis is based on 1,005 households. Because of the difference in sampling fractions used, the total is expanded to 2,594 for purposes of projecting to the universe.

Area and sample populations are compared by use of demographic data on the area and from the interviews. About three-fifths of the households are urban. For a third of the respondents, formal education ended with completion of grammar school. A fourth work outside of their homes for pay. The modal income is $3,000-$4,999.

Wives are most apt to do the food shopping alone. The largest proportion shop once a week, but a fifth shop six or more times a week. Three-fourths make decisions about meat purchases before they go to the stores. Friday is the favorite day for shopping.

When given a list of 16 concerns about food buying and asked to check the five major ones, the leading ones checked are "getting grade or quality for the money," and "health or nutrition value." In general, shopper knowledge levels about such things as the effect of seasonality on price and supply are low; such factors as income, residence, and education have considerable bearing on these levels.

Insofar as the MIC program is concerned: (1) A third of the "radio" homes have been contacted by radio programs on the four stations; (2) two-fifths of the "television" homes have been contacted by the two TV channel programs; (3) four-fifths of the "newspaper" families have been contacted by articles in the four newspapers; (4) one-fourth have been contacted via two media; (5) a tenth have been contacted via all three; and (6) one-fourth have been contacted via none of them.

EXTENSION TEACHING METHODS

General:

84. Greeneisen, J. F. FACTORS ASSOCIATED WITH USE OF THE MASS MEDIA BY ILLINOIS FARM ADVISERS. 72 p., typewritten. Urbana, U. of Ill., 1961.
Thesis (M. S. in Radio and Television), U. of Ill.

Two approaches were used in this exploration of how Illinois Extension farm advisers make use of mass media in their work. The first was a mail questionnaire sent out in March 1959 and addressed to the 98 farm advisers; 97 replied in time for the analysis. Data are presented in descriptive fashion with some of them converted to percentages, point scores, or index numbers.

Almost all (94) prepare news releases of some kind, with over half (57) suggesting weekly and over a third (35) suggesting whenever there is something to report as the frequency of reporting. The range is from 1 to 60 releases a month. Eighty-nine use more than one medium; leaders are weekly paper in county (82), radio station (76), daily paper in county (55), and daily paper out of county (45). Seventy-two have personal columns. Sixty advisers send in an average of 2.8 pictures per month; 68 advisers have cameras at their disposal.

Fifty-one advisers do radio broadcasts once a week or oftener; the largest number (22) have weekly programs. Some rotate and some do more than one program with the result that 57 advisers have exposure on 44 stations. Eighteen have early morning programs and 52 broadcast around noon. Programs are distributed evenly throughout the week. Forty-four have tape recorders at their disposal and some of them use these devices for remote broadcasts.

No advisers are appearing regularly on television but 27 have been on during the previous year. As a result, they rank television lowest on coverage of farm news; they rank newspapers highest and radio second. Sixty-six would like to make greater use of newspapers, 38 would like to make greater use of television; and 31 would like to make greater use of radio.

Leading reasons for not making greater use of newspapers are not enough time (41) and papers will not use more material (32); of radio, too busy (16) and cannot get more air time (10); and of television, no station available (21), cannot get on television (13), and station uncooperative (11).

After his survey of use of news releases, the author attempted to determine relationships between amount of use and characteristics of the advisers. He computed mass media use index numbers for each adviser, based on points assigned for use and frequency of use of each medium. With a possible score of 120 points, he has a range of 9 through 105 and an average of 55.3 points.

For purposes of comparison he selected 10 high-use and 10 low-use advisers who are reasonably well matched on age, grade point average, availability of media, and tenure both in the county and with Extension. Although no statistical tests were made because of the sample size, directions of differences between groups suggest to the author that there is a positive relationship between use of mass media and (1) understanding the role of mass media; (2) good relations with mass media personnel; and (3) amount of training in the use of mass media (but not confidence in their use).

He can see no definite relationship between use of mass media and (1) adviser idea of supervisors' attitude toward use of mass media and (2) adviser considering his job one of serving all the people rather than farmers only.

85. Knox, J. W. RELATIVE VALUE OF MASS MEDIA IN EXTENSION. 90 p. Fort Collins, Colo. State U., 1961.
Master's report (M. Ed. in Ext. Ed.), Colo. State U.

There is little argument that extension programs can be made more effective by efficient use of available mass media. However, there is seldom complete agreement as to which media are most effective. The author desired to learn which of those available in Barton County, Kan., where he is associate agricultural agent, are most appreciated by his clients.

Using a sample of 272 names from the extension council mailing list, he inquired by mail questionnaire as to availability and use of mass media. Upon examining the 100 usable replies, he finds that all respondents have radios and take daily and weekly newspapers, and 92 percent of them have a television set.

Nine out of 10 listen to the radio daily, 1 in 3 usually listen to the county agent program, 1 in 4 of the wives usually listen to the home agent program, and 1 in 5 usually listen to the 4-H agent program. Nine in 10 watch television daily and 1 in 4 usually watch the program, "Better Family Living."

Four out of 5 receive the major daily newspaper in the area. Three out of 5 say they read over half of it and 3 out of 5 say they usually read extension items in it. About the same situation exists regarding weekly papers.

Since the sample was drawn from the mailing list, all receive circular letters from the agent's office. Three in four say they usually read over half of each letter.

Over half (56 percent) have attended a meeting sponsored by the extension council during the past year. Almost one-half of them (46 percent) mention learning of it through the newsletter, one-fourth mention learning of it through the daily newspaper and a fifth through radio.

When asked to rank selected mass media on importance as a source of extension information, they list, in descending order of frequency checked: Circular letters, radio, daily newspaper, agent contacts, television, and weekly newspaper.

The author refines these comparisons by considering age and education of respondents, full-time or part-time farmer status, and size of farm operation. Although percentages sometimes change quite materially, rankings remain virtually the same.

86. Robert, J. J. AN EVALUATION OF SELECTED TEACHING METHODS IN GETTING A NEW FARM PRACTICE ADOPTED IN ST. LANDRY PARISH, 1960. 77 p., typewritten. Baton Rouge, La. State U., 1961.
Thesis (M. S. in Agr. Ext. Ed.), La. State U.

The author took the occasion of a potential invasion of St. Landry Parish, La., by the white leaf disease in rice to test the educational effectiveness of three extension teaching methods, the group meeting, the farm visit, and the circular letter.

Using a list of rice growers in the parish as a base, he drew the names of seven farmers who were asked to set up neighborhood meetings, at which he discussed the disease hazard with them and asked them to check their fields for evidence of the disease. Next, he drew a sample of farmers to whom he made personal visits to discuss the same material. Finally, he sent circular letters, calling attention to the problem and suggesting protective measures, to a third sample similarly drawn. To each farmer in the study he gave a copy of the leaflet, "Louisiana Faces *Hoja Blanca* a Serious New Rice Disease." No others in the parish received copies until after the study was made.

After eliminating "double exposures" and dropping out those improperly included on one or the other of the samples, or not available for interview, he personally interviewed the remainder several weeks later. His analysis is based on replies of 23 who received the circular letter, 40 who were visited at their farms, and 34 who attended the neighborhood meetings. He presents his findings descriptively and in tables of percentages.

When he began checking face data on his respondents, the author realized sufficient unanticipated selective factors had entered into determination of the three groups to rule out any probability they were samples of the same universe. As a consequence, no positive statements of relationships are possible. Nevertheless, certain tentative conclusions can be drawn.

To some degree, all three methods — actually the leaflet and each of the three methods — appeared to influence rice growers to check their fields for white leaf disease. All contributed to awareness of the disease, but the visits and meetings seemed to be considerably stronger motivators of positive action, the latter somewhat more so than the former. The author credits this, in part, to the opportunity provided for personal interaction and mutual stimulation to action, most of which would be present in the meeting situation, next most in the personal visits, and virtually none in the leaflet approach.

87. Schwartz, L. M. A COMPARISON OF TRADITIONAL AND MECHANICAL AID TRAINING METHODS IN AN EXTENSION HOME ECONOMICS SITUATION. 62 p. East Lansing, Mich. State U., 1961.
Thesis (M.S.), Mich. State U.

Two variations of leader trained-leader teach methods are evaluated for purposes of learning their relative effectiveness in executing a lesson in "Building for Family Security." The test method is a mechanical device consisting of a set of colored slides geared to an accompanying sound track containing the subject matter for the lesson.

The material and necessary instruction in operating the device are presented to home demonstration club leaders in a leader-training session. Then the leaders present the lesson to the ladies in their home clubs. The leader function consists essentially of setting up the class, projecting the material, and conducting the discussion. Presumably, the leader would be spared considerable time in preparation, since the actual presentation is by a specialist via the slides and sound track.

The control method is the usual leader-training class with the material presented by the same specialist who provided the voice for the sound track and who appears on some of the slides. This is followed by a re-presentation by the leaders to their clubs, by lecture and discussion supplemented with flannelgraphs.

A cooperating home demonstration agent divided her club leaders into control and test groups. Both leader groups and their respective member groups took knowledge tests before and after the lesson. Differences in average scores were noted, and significance of differences was assigned by "t" test. Control leader score advanced from 39.0 to 47.6; test leader score advanced from 34.8 to 44.2. Control member score advanced from 33.4 to 38.6; test member score advanced from 35.6 to 42.6. The differences, although consistent, are not significant at the .05 level.

The author concludes that the machine method is at least as effective in accomplishing a learning experience as the conventional method is. If the extra cost of setting up the original lesson can be justified by the amount of preparation and training time that will be saved by county extension personnel and local leaders, it is worthy of further consideration as a regular extension educational method.

Some extra information, gained via followup questionnaire with the leaders who conducted the test lessons with their club members, indicates that leaders had no serious objections to the method. There were few mechanical problems. They needed less time for preparing the lesson. They would not object to using the method again, at least occasionally.

Members appear reasonably satisfied with the method, at least while it has novelty appeal. However, there were isolated remarks that indicate members may become bored with it, may miss the personal touch, may object to not being able to interpose questions or discussion, may grow to dislike such theatrical devices as musical background, and may come to have difficulty in remaining alert and attentive. Fortunately, most of these problems can be countered with improved techniques for using the medium.

See also Studies 73, 83, and 94.

Pamphlets:

88. Cowing, A. B.; and Webb, K. B. VERMONT PIONEERS IN READABLE WRITING. U.S. Fed. Ext. Serv., ER&T-141 (8-61). 5 p. Washington, D. C., 1961.

A sample of 30 publications available in 1943 from the Vermont Extension Service is compared for readability with another sample of 30 publications available in 1960 from the same source. The Flesch Readability Formula No. 2 was used to test the samples for reading ease and reading interest.

Reading ease scores suggest that 73 percent of the 1943 publications and 80 percent of the 1960 publications are written at the desired 6th to 9th grade level. The human interest scores suggest that 6 percent of the earlier and 57 percent of the current publications rate in the desired range, between "interesting" and "dramatic."

Next, the authors compared 7 old publications with their current revisions. The reading ease scores average 64 for the old and 68 for the new publications; the human interest scores average 4 for the originals and 23 for the revisions. In each instance higher scores mean greater reading ease or interest.

89. McDonald, H. J. EVALUATION OF USE OF THE KANSAS AGRICULTURAL SITUATION BY COUNTY AGENTS. 71 p., typewritten. Manhattan, Kan. State U., 1961.
Thesis (M. S. in Agr. Econ.), Kan. State U.

Replies from 21 county agricultural agents, representing half of the "rural" counties in the eastern half of Kansas with agents having at least 2 years of extension service experience, are used to aid the author in his evaluation of the recently redesigned monthly agricultural magazine, "Kansas Agricultural Situation." He makes comparisons to learn how much the agents are reading it and how well it is meeting their needs.

Prearranged interviews were made in December 1959 with the aid of a pretested questionnaire (copy in appendix section) and a depth interview guide. The author submitted much of his data to statistical tests — rank order correlation, chi-square, linear regression, and appropriate significance tests, as warranted.

He concludes the magazine, in its new more readable and illustrated form, is widely read by agents, and notes no significant differences in readership by tenure, educational background (college major), major source of income in county, or number of copies distributed in county. Agents like, and are satisfied with, the magazine. They consider the information in it timely, reliable, and well illustrated. They feel farmers like it.

They like the present length (not over 12 pages) and the selection of material, although they use the market and outlook information most. Major uses made of the material are to keep up to date, to answer questions put to them by clients, and to provide source material for their writing. They do not care much, but save, the periodic statistical supplements.

Of six selected sources, agents rate extension specialists the most important source of information about new farm practices, followed by experiment station and extension service circulars and bulletins, extension news releases, direct personal contacts, key farmers, and farm magazines.

The generally favorable answers given throughout are believed to be suitable bases for approving existing policy decisions regarding the magazine, because of the satisfactory margins by which many key answers qualify on the statistical tests employed.

90. Palmer, D. W. AN ANALYSIS OF THE SUBJECT MATTER CONTENT AND READABILITY OF 239 PUBLICATIONS USED AS 4-H MEAT ANIMAL PROJECT LITERATURE IN 46 STATES. 104 p., typewritten. Fargo, N. Dak. State U., 1961.
Thesis (M. S.), N. Dak. State U.

Basis for this analysis is a collection of State extension or experiment station publications being used with meat animal projects in 4-H Club work. The author assembled 239 samples of publications from 46 of the 50 States, 97 on beef, 66 on swine, and 76 on sheep.

He developed a sorting device, after grouping the pamphlets into market and breeding groups for each animal classification, by assigning values for amount of information provided and degree to which efficiency of production was stressed, and then arraying them by States. He assigned the information and efficiency scores by determining which and how well selected subject-matter categories were covered.

Of the 13 topics for beef market animals, the topics with largest proportions of all publications in the category meeting the highest (adequate) rating on mention are: Feeds and feeding (83), fitting and showing (66), selection of animals (49), and disease control and judging (32 each). Similarly for leaders on efficiency of production in the presentation (percent checking the "stressed" category): Feeds and feeding (63), disease control (51), selection (39), and judging(37).

For the 18 topics for beef breeding animals, the leaders on mention are: Selection and feeds and feeding (54 each), judging (35), management factors (31), and fitting and showing (27); on efficiency: Feeds and feeding (62), selection (54), management factors (39), judging (31), and disease control (30).

For the 14 topics for swine market animals, the leaders on mention are: Feeds and feeding (51), fitting and showing (45), judging hogs (26), and selection of animals (22); on efficiency: Feeds and feeding (55), disease control (37), judging hogs (33), and selection of animals (30).

For the 19 topics for swine breeding animals, the leaders on mention are: Feeds and feeding (67), farrowing facts (47), selection of animals, disease control and fitting and showing (37 each); on efficiency: Feeds and feeding (90), selection of animals (70), farrowing facts (60), disease control (53), and breeding time (43).

For the 10 topics for sheep market animals, the leaders on mention are: Fitting and showing and feeds and feeding (42 each), judging sheep (35), and selection of animals (12); on efficiency: Feeds and feeding (38), judging sheep (31), and disease control (12).

For the 20 topics for sheep breeding animals, the leaders on mention are: Selection (58), feeds and feeding (47), disease control (44), care of ewe and lamb (42), and docking and castrating (39); on efficiency: Disease control (64), selection and feeds and feeding (61 each), and lambing time (50).

The percentages drop off quite rapidly after the leading topics are taken care of so that, overall, the "no information" category tends to be larger than the "adequate" category, and the "no efficiency" category is decidedly larger than the "stressed" category.

The author assigned point values of one for "adequate" through four for "no information" for each subject-matter topic and computed average scores for each of the major classifications. When arrayed, they are: Beef market, 2.92; sheep breeding, 3.05; swine breeding, 3.11; sheep market, 3.17; swine market, 3.25; and beef breeding, 3.29. The overall impression is that, if project work in all areas studied is getting the education job done adequately, leaders and members must draw on other sources than their official publications for much of the information they need.

The author also applied Flesch reading ease and human interest tests to a publication from each State. He finds that 2 of the 19 beef pamphlets check out at easy (6th grade), 8 at fairly easy (7th grade), and 9 at standard (8th-9th grade) on reading ease. Four of the 14 swine pamphlets check out at easy, 3 at fairly easy, 5 at standard, and 2 at fairly difficult (10th-12th grade). Nine of the 12 sheep pamphlets check out at fairly easy and 2 at standard. An all-purpose livestock judging pamphlet checks out at standard.

On human interest, 1 of the beef pamphlets checks out at very interesting, 5 at interesting, 9 at mildly interesting, and 4 at dull; 1 of the swine pamphlets checks out at very interesting, 3 at interesting, 4 at mildly interesting, and 6 at dull; 1 of the sheep pamphlets checks out at interesting, 5 at mildly interesting, and 6 at dull; and the livestock judging pamphlet checks out at dull.

91. Phifer, B.; Judkins, B.; and Frutchey, F. THE VERMONT PUBLICATIONS STUDY A REPORT ON SELECTED EXTENSION PUBLICATIONS. U.S. Fed. Ext. Serv., Ext. Serv. Cir. 536. 34 p. Washington, D.C., 1961.

Publications are a favorite teaching method of extension educators for meeting the needs of adults, both needs they are aware of and those they are unaware of. Much time and money are invested in the preparation and distribution of publications. Members of the Vermont extension staff conducted this study to get information to answer two major questions: (1) Are we providing the right publications? (2) How well are the publications we provide read and used?

To find the recognized needs of the public for information, each Vermont county staff kept a record of the questions asked through correspondence, office calls, telephone calls, meetings, and farm and home visits. This was done one day a week during the year July 19, 1960 to July 15, 1961. Each question was typed on a 3" x 5" card and classified.

Two methods were used to determine readership and use of publications. One was a personal interview with a random sample of respondents in four Vermont counties, including 114 dairy farmers, 118 nonfarm men, 108 home demonstration club members and 115 women who were not members of home demonstration clubs. Nine publications were used for this portion of the study. They were selected to be representative of publications for adults — men and women, farm and nonfarm residents. The data, organized to answer 16 major questions, were analyzed in terms of the four respondent groups.

The second method was a mail survey of persons who had requested publications or who were given publications in answer to a request for information. A record was kept of the first 100 persons requesting each of five publications after the start of the study. Three weeks after their request, they were sent a postcard asking them to fill out an attached postcard questionnaire and return it. Almost three-fourths (359) returned cards. Twelve county extension offices participated in this phase.

Among the appendix items are copies of the interview form and the postcard questionnaire, as well as statistical tables and charts.

The authors feel justified in drawing these implications from their data:

1. The public needs to know publications exist; many people are unaware of them. Newspapers, radio, and magazines are good channels for announcing new publications.

2. People are most apt to read short, easy-to-read publications on topics that interest them.

3. If people ask for a publication, they are more likely to read it than if it is sent to them unrequested. However, if they do receive a publication, they will usually look it over and, if it interests them, they will read it.

4. Editors and authors must find out what information readers need — needs they are aware of and needs they are unaware of. A classified list of questions people ask will indicate the needs they are aware of.

5. The public is interested in gaining a better understanding of problems, as well as in learning new skills.

6. Readership can be forecast by knowing the interests of people.

7. Publications are more effective, when used as an aid in a planned educational program, if interest and awareness of need for the information exist or are aroused.

8. People with at least a high school education are more likely to be aware of extension publications and are more likely to have received them. However, education makes little difference as to whether or not people read them or use the information.

9. Most people are willing to pay a nominal fee for publications they want.

10. If distribution people know the contents of the publications at their disposal they are in a better position to select the best publications for answering the particular question.

11. A mail survey is a practical method of making objective estimates of readership and use of extension publications.

Circular letters:

92. Gumprecht, W. L. AN EVALUATION OF A HOME ECONOMICS NEWSLETTER. 86 p., typewritten. College Park, U. of Md., 1961.
Thesis (M. S. in Ext. Ed.), U. of Md.

Desiring to learn how effectively her bi-monthly newsletter, "Colusa County Home Notes," was accomplishing its intended purpose, the author conducted this evaluation some three years after she started distributing it in 1957. She has based her study on (1) questionnaires sent to a list sample of 146 of the approximately 500 ladies on the mailing list and (2) tests of several issues of the newsletter by the Flesch Readability Formula #2.

Data from her 4-page questionnaire were coded and punched for IBM tabulations. Relationships were tested by Davies tables of significance of differences between percentages. To avoid optimistic reporting, percentages are based on the 146 in the sample rather than the 106 who responded. An odd-even test of reliability was made.

By her method of calculation, over half (54 percent) read the newsletter always; 60 percent read it all when they read it, and 13 percent read parts. In almost half (47 percent) of the homes, the homemaker is the only one who reads it. However, 10 percent say husbands read it and 10 percent say friends and relatives read it.

Following are the percentages checking nine selected categories of information as being useful: New products, 54; time and labor saving suggestions, 51; care and laundry of fabrics, 48; food buying information, 34; results of new research in homemaking, 28; trends in clothing and home furnishings, 27; new bulletins from extension office, 26; coming meetings on homemaking topics, 18; and news of 4-H Club activities, 9.

When asked to recall two items of information from the newsletters that they used, 60 percent could recall at least one. Laundry and care of fabrics items lead the list (19 percent), followed by food preparation items (8 percent).

In descending order of frequency, they checked the following categories as being the ones about which they would like to receive more information: New products, time and labor saving suggestions, hobbies and creative arts, consumer buying, home economics research, child care, budgeting and family business, and homemaking books.

When asked to rank favorite sources of homemaker news, they place magazines first, followed by newsletters, meetings, television, friends and relatives, books, newspapers, and radio.

The author also made some comparisons by age and education of respondent. Young homemakers are more interested in and use more home management and and child care information; older homemakers have more interest in meetings as source of homemaking information. In other regards there is little difference between age groups.

Respondents have somewhat more education than the average homemaker in the county (Census data) and younger respondents have more education than the older ones. The college-educated respondents are slightly more interested in up-to-date information on new products and trends in clothing and home furnishings, and are more inclined to use written media — magazines, newsletters, newspapers, and books — as the source of their information.

Readers would like to receive the newsletter more frequently than they do. They recognize it by its distinctive cover. They like the boxed index and the inspiration note. They consider it easy to understand and interesting to read.

The 15 samples tested by Flesch formula average "fairly easy" to "difficult" on reading ease score and "interesting" on human interest score.

Leader-training meetings:

93. Reinbold, E. J. SMALL-GROUP PLANNING AND DISCUSSION AS AN AID TO MORE EFFECTIVE LEADERSHIP TRAINING: A REPORT ON THE DELAWARE LEADERSHIP STUDY IN HOME ECONOMICS EXTENSION WORK. Del. U. Agr. Ext. Serv., Ext. B. 77. 38 p. Newark, 1961.

Concern about the performance of home demonstration club educational leaders prompted Delaware Home Economics Extension personnel to arrange for this series of evaluations. In a series of situations they tested the learning experiences provided by leaders who had been alerted for their tasks in training sessions at which (1) they were lectured on the content of the lesson and then asked to work up by themselves the lecture-demonstration they would give in their clubs, or (2) they were lectured on content and then asked to work out their lesson plans in small discussion groups at the training session before returning to their clubs to give the lesson.

The major test of the method involved 41 of the 91 clubs in the State. One group received subject content and practiced in small groups, another received the content and planned in small groups how they would deliver the lesson, and the third received content and then both planned and practiced their delivery.

Results of information received by questionnaire and interview suggest that the program was most effective in that the leaders felt more confident and their presentations were more clear. Members felt leaders showed highest confidence in the last method, their presentations were more clear and the demonstrations were considered more successful.

The report contains notes on planning by professional extension workers to upgrade the training session — their own presentations, visuals assembled, and evaluation techniques built in. They feel a major contribution is that the skill and confidence the leaders acquire in this manner encourage them to leave more of the subject-matter content in the lessons they give in their club meetings.

Included are samples of check lists, planning guides, questionnaires, and evaluation instruments.

Meetings, special events:

94. Guarino, R. EVALUATION OF MONTHLY DAIRY DISCUSSION GROUP MEETINGS AS AN AGRICULTURAL EXTENSION TEACHING METHOD IN LAFAYETTE PARISH. 76 p., typewritten. Baton Rouge, La. State U., 1961.
Thesis (M. S. in Agr. Ext. Ed.), La. State U.

Chapters on the history of the dairy industry in Lafayette Parish, La., and on the use of discussion groups in extension educational work in the parish introduce this study. After a review of related literature and the methodology for his study, the author reports on findings as to the value of monthly discussion meetings for improving the local dairy industry and for contributing to awareness and adoption of recommended dairy practices.

Data for analysis were secured early in 1961 during personal interviews with 118 of the 124 dairymen in the parish who had been operating at least a year. They are reported in percentage fashion in terms of attendance — 34 regular (6-12 times a year), 16 occasional (3-5 times a year), 20 seldom (1-2 times a year), and 48 never — for (1) use of selected extension educational media, (2) adoption of recommended practices, and (3) socioeconomic characteristics of the respondents.

No statistical tests are employed. Although greatest differences frequently may be noted between the "regular" and "seldom" groups, comparisons will be made between the "regular" and "never" groups.

Use of extension teaching methods: Regulars are more likely to use circular letters on dairy practices, circular letters on extension activities, daily newspapers, newspaper articles on dairying, extension dairy publications, and agent visits to their farms. They are less likely to use telephone calls or office visits to the agent.

Extension recommended dairy practices: Regulars are more likely to use the artificial breeding program, plant winter pastures and summer pastures, make silage (very low for both), and feed concentrates according to production.

Socioeconomic characteristics: Regulars tend to be newer to the dairy business and younger and to have more education and higher production per cow.

95. Nickell, E. A STUDY TO DETERMINE HOMEMAKERS GAIN IN KNOWLEDGE AS A RESULT OF ATTENDING SIX MEETINGS ON ADJUSTING HOMEMAKING TO TODAY'S LIVING. 82 p., typewritten. East Lansing, The Mich. State U.. 1961.
Special problem report for course EPD 899.

In an effort to evaluate a series of six lessons dealing with homemaking problems, the author administered pretests and post-tests to a group of participating homemakers to gain some idea of how much their knowledge improved. Because of fluctuations in attendance at meetings, she was able to assemble data for 36 homemakers who took both tests and attended at least half of the meetings.

She attempted to match these ladies with other homemakers in the county (Muskegon County, Mich.) who did not attend the meetings to get an estimate of how much effect casual exposure and time would have on knowledge gain. She succeeded in matching quite well on employment status and family income but only roughly on residence, education, age, and number of children at home. As expected, the control group improved virtually not at all; the experimental group improved almost six points out of a possible 48.

Without making claims that her instrument measured actual gain — merely indicating that a gain in knowledge had occurred — the author then presented her lesson plans for the meetings and the test instruments and indicated how she had used her experiences to improve their design and execution for the next application. All instruments are included as appendix items.

96. Toney, H. A. A COMPARISON OF JUNIOR AND SENIOR 4-H CLUB MEETINGS, LOUISIANA, 1961. 68 p., typewritten. Baton Rouge, La. State U., 1961.
Thesis (M. S. in Agr. Ext. Ed.), La. State U.

4-H Club meetings in Louisiana are examined in terms of two major considerations, (1) workload of parish extension agent responsible for 4-H Club work and (2) differences in meetings of junior and senior 4-H Clubs. To assemble material for his analysis, the author prepared a mail questionnaire which he sent to the agent or agents responsible for 4-H Club work in each parish; 32 were asked to reply with data on a selected junior club within the parish and 31 were to report on a selected senior club. He received 62 replies.

Comparisons are made in terms of the two basic sorts. The workload breakdown is based on number of clubs, with agents having 5 through 11 clubs considered to have a small load (19 agents), those with 12 through 19 clubs a medium load (22 agents) and those with 20 through 45 clubs a large load (21 agents). Percentage comparisons are made of replies to questions designed to identify differences in operations. Although the study base would justify statistical tests, none are indicated.

To the degree the selected clubs are representative of similar clubs in the parish, the ones in the parishes with agents having larger numbers of clubs to look after tend to differ from those with fewer clubs in these ways: More meetings per year, more officer training meetings and leader training meetings at which 4-H meetings are discussed, fewer written materials distributed, and less training in recreation provided. However, not all considerations have straight line trends, and some of the detailed explorations give considerable insight on the reasons for the overall trend.

Similar comparisons are made between the 32 reports on junior clubs and the 30 reports on senior clubs. Both are split about 3 to 1 between rural and urban residences for members. Since they are school based clubs, most of them meet during the school day, during class time in the morning. However, the seniors are less inclined to meet during class time (73 and 91 percent, respectively) and more inclined to meet in the morning (74 and 63 percent, respectively). Juniors are more apt to meet when no other activities are in progress (90 and 70 percent).

Most common meeting place for both is the school auditorium, followed by the lunch room for juniors and the gymnasium for seniors. Senior facilities tend to be more satisfactory; 80 percent are rated good or better, whereas 69 percent of the junior facilities are rated good or better. Local leaders are more apt to attend, participate in, and be otherwise involved in junior meetings. Their major function is to supervise planning of the meeting in junior clubs and to act as adviser in senior clubs.

The following percentages of junior and senior clubs have the following activities at meetings: Roll call and minutes, 100 and 87; pledge to U. S. and 4-H flags, 97 and 97; old business, 72 and 70; new business, 75 and 87; program, 84 and 60;

announcements and events, 81 and 90; and committee reports, 10 and 13.

Juniors are more apt to devote time to special programs. Both groups favor singing and skits or games in these programs, but the juniors much more so than seniors (56 and 43 percent have group singing and 47 and 20 percent have skits or games). For both groups, club activities take precedence over community activities as topics for business discussions by 3 to 1.

Attendance tends to be better for juniors than seniors, and for girls than boys in both groups. Juniors lead seniors and girls lead boys in the percent of their number who participate in the meetings.

News stories, editorials, etc.:

97. Apel, D. AN ANALYSIS OF 4-H CLUB PUBLICITY IN KANSAS. 106 p., typewritten. Washington, D. C., The American U., 1961.
    Thesis (M. S. in Pub. Relations), The American U.

Selection of six Kansas counties was made on the basis of percent of potential youth (1955 Census data) in 4-H Clubs (State 4-H Club records) and percent of re-enrollment of 4-H Club members during the 1950-55 period. After ranking the 105 counties in these terms, the author selected the top three (good) counties and the bottom three (poor) counties.

He compared them on a wide variety of characteristics of newspaper articles about 4-H Club work in the major newspaper in each county. He restricted his attention to these six newspapers so that the intensive item analysis he contemplated would be possible. He tested the significance (.05 level or better) of many of his relationships by Davies tables and includes numerous tabular and bar chart presentations of his findings. Most of his comparisons are in terms of percentages, but some are based on weighted whole numbers, intended to make more comparable information on the three daily newspapers in the good counties and the two dailies and one weekly in the poor counties.

He finds an average of 1.7 news stories or pictures on 4-H Club work per issue. Column inches are about the same, but the good group has more articles or pictures. There are more articles and pictures from counties with a 4-H Club agent.

The good group has a larger percentage of all of its 4-H articles on the front page. Articles and pictures tend to be larger on the front page than elsewhere in the issue. There is twice as much 4-H publicity in the good group as in the poor group. Flow of items is fairly steady throughout the year, except for a sharp spurt at county fair time.

Of six classifications of articles considered, news and report-of-meeting articles are decided leaders. Main content classifications, in order of frequency, are events, awards or accomplishments, projects, recreation or activities, organization and philosophy, and educational. This order holds when considering the entire issue of just the front page. The good group has more event stories; the poor group has more award stories. The good group has a larger percentage of pictures of 4-H buildings and emblems; the poor group has a larger percentage of pictures of members.

4-H Club reporters write most of the articles originally, but most of them are rewritten to some degree. The next largest group of articles is written by regular reporters and the third largest group is written by extension agents. Pictures are most likely to originate with agents or regular newspaper personnel. Newspaper people tend to write considerably longer articles than do the club reporters. The latter lead as major source of all articles but agents lead as major source of front page articles.

Over half of the stories deal with local club activities; not quite a third deal with county affairs. Six percent each of the articles deal with individual members and State affairs. The good group tends to have more club and county articles, and fewer featuring members. Throughout there is a strong emphasis on mentioning names.

The author is concerned about the emphasis on special events, awards, and reports of accomplishments, at the expense of the ongoing educational and developmental aspects of club work. He feels these articles may contribute to a tendency for young people to join 4-H Clubs with a mistaken idea of what their true purposes are.

He is equally concerned about the quality of the club reporter articles he has observed, as well as the evidence of frequent and heavy editing by newspaper personnel. He suggests that attempts should be made to upgrade the status of the reporter office so that the more experienced and competent members of the club would strive for and be assigned to this office.

98. Frisbee, H. E. AN ANALYSIS OF HOW OHIO NEWSPAPERS HANDLE AGRICULTURAL NEWS. 119 p., typewritten. Columbus, The Ohio State U., 1961.
Thesis (M. A.), The Ohio State U.

Information supplied via mail questionnaire by persons representing 113 of 279 Ohio weekly newspapers and 51 of 95 Ohio daily newspapers, depth interviews with 12 persons in key editorial positions throughout Ohio, and the author's considerable journalistic experience provide the basis for this analysis. Because of the low response rate, he uses the statistical material from the questionnaires largely as idea sources to supplement the frequent quotes from the personal interviews. The only tabular material is a composite report superimposed on a copy of the questionnaire.

After setting up background material for his presentation of use of agricultural news by Ohio newspapers, he discusses his impression of what Ohio editors are like and what they think of and do with agricultural news. He summarizes his conclusions under six subheadings.

Personnel: Persons who handle agricultural news are quite well educated, averaging over three years of college training, but their agricultural backgrounds are limited (about a fifth have anything that can pass for agricultural background), and they generally handle the agricultural news along with an assortment of other duties.

Readers: Three-fourths of the editors aim their agricultural news at rural readers; two-fifths try to reach suburban readers and a sixth try to appeal to urban readers.

Emphasis: The categories of agricultural news they use, in declining order of frequency of use, include: Youth organizations, crops, adult organizations, animals, conservation of resources, forestry and wildlife, food buying and nutrition, lawn and garden, food marketing, clothing, engineering, government programs, family life, and interrelationships of town and country.

They like for these items to be localized, reliable, well larded with names, newsy, clear, and short. They resent items that tend to be concealed advertising or promotional devices, overloaded with technical terms, trade names and plug lines, or poorly timed.

Source: Because of their limited knowledge of agriculture, editors like to have confidence in their sources. They tend to favor county and State extension sources. Other favorites are staff, farmers, breed associations, the Ohio Agricultural Experiment Station, certain farm organizations, and certain press services.

Placement: About a quarter of the respondents report their papers have a regular farm page or column. Of those reporting special columns, 27 percent have farm columns, 16 percent have garden columns, 28 percent have food buying columns, and 23 percent have wildlife columns. Those papers that do not have farm columns place agricultural news items in their papers wherever they appear to be appropriate, and do not hold them back for special days but print them as soon as convenient. Many papers print special agricultural editions for special occasions, such as county fair, 4-H Club week, and the like.

Trends: Editors do not expect major changes in the amount of agricultural news they will be printing in the future.

99. White, J. H. FACTORS THAT INFLUENCE THE USE OR NON-USE OF AGRICULTURAL NEWS IN ILLINOIS NON-METROPOLITAN DAILY NEWSPAPERS. 56 p., typewritten. Urbana, U. of Ill., 1961.
Thesis (M. S. in Journ.), U. of Ill.

Personal depth interviews with editors of five Illinois nonmetropolitan daily newspapers help the author gain better understanding of some of the forces that influence editorial decisions regarding printing of agricultural news. A copy of the general interview guide is one of the appendix items.

The author makes two paired comparisons and reports the other interview as a separate. His descriptive report is summarized under seven influence areas. His observations during the interviews are supplemented with data from content analyses of 1-week samples of the five newspapers, plus demographic material on the areas served by each newspaper.

Background: A farm background tends to make an editor more receptive to agricultural news, but an editor who is aware of the need for agricultural news will rely on a farm editor or others to see that agricultural news gets in his paper.

Editorial opinion of value: There appears to be a direct relationship between the amount of agricultural news printed and the editor's opinion of the news value of agricultural news.

Editorial attitude toward farmers and farm problems: Another direct relationship is noted.

Financial aspects: Ideas of the "commodity" aspect of farm news, as circulation builders or stimulators of advertising space purchases, exert a strong influence on the amount of agricultural news carried.

Staff organization: Tradition appears to be the dominating influence in this area, although most editors like to have someone on the staff who has some competence in the area of agricultural news reporting.

Cooperation from farm news sources: There is a strong relationship between amount of agricultural news that gets printed and the amount of cooperation received from agricultural news sources, particularly farm advisers. It is especially important in the case of papers staffed by persons with little interest in or understanding of agricultural topics.

Mechanical problems: Such factors as timing and channeling of agricultural news items, although among the problems mentioned, do not appear to be factors in determining the amount of agricultural news that gets printed.

100. Wolfson, J. AGRICULTURAL NEWS HANDLING IN URBAN AND RURAL EDITIONS OF EIGHT MIDWEST METROPOLITAN DAILIES. 135 p., typewritten. Ames, Iowa State U., 1961.
Thesis (M. S. in Techn. Journ.), Iowa State U.

The Newspaper Farm Editors' Association wanted answers to three questions: "What agricultural news is published?" "What are the sources for this news?" "Why do farm editors select the items which they write?" They arranged with the author to find out for them. He selected as his study base the seven North Central States with the highest farm income. He concentrated his efforts on the major morning newspaper in each State and their farm editors.

The ones selected are the Milwaukee (Wis.) Journal and Milwaukee Sentinel, Omaha (Neb.) World-Herald, Minneapolis (Minn.) Tribune, Indianapolis (Ind.) Star, Des Moines (Iowa) Register, Cleveland (Ohio) Plain Dealer, and Chicago (Ill.) Tribune. He secured complete files of both rural and city editions of each for the period April 15 through May 15, 1960. He made detailed content analyses on the basis of a classification system originally containing 11 categories and 177 subcategories but winding up with 10 categories and 104 subcategories because of the nature of the agricultural news found in the issues examined. The complete system is included in the report, together with elaborations on the subcategories and notes on ground rules for making difficult assignments to categories.

Following are the column inches found in the rural and city editions of each newspaper, together with the percentage these figures are of all newshole: Des Moines Register (8, 580-7, 351; 8.05-6.96), Omaha World-Herald (6, 091-5, 356; 5.36-4.72), Milwaukee Journal and Milwaukee Sentinel (5, 115-4, 161; 3.71-3.03), Indianapolis Star (4, 727-4, 398; 3.37-3.18), Minneapolis Tribune (4, 500-3, 963; 4.41-3.78), Chicago Tribune (2, 195-2, 781; 1.60-1.80), and Cleveland Plain Dealer (1, 858-1, 719; 1.18-1.08).

These totals are broken down by column inches and percentages in each of the major categories and subcategories. Considerable attention is given to selective factors involved in deciding what agricultural news in the rural editions is dropped out of the city editions. The major categories tend to be general agricultural news, the consumer, and local and Federal governmental issues concerning agriculture. The range among papers on the proportion the particular categories are of the whole is considerable, but there is less difference between rural and city editions of the same paper. For instance, the general agricultural news category covers from 26 to 71 percent of the agricultural items in the different papers but the difference between rural and city editions is never more than five points on any one paper.

The author also conducted intensive personal interviews with the farm editors on each paper. Although the respondents constitute the universe for the study, their number is too small to have the findings be more than indicative. However, much insight on the farm editor function on major daily newspapers can be gathered from the author's descriptive comments and detailed summary under six major sections.

He concludes that there are many sources of agricultural news, but that editors place greatest confidence in news releases of the USDA Information Service, the various State Extension Services, and the State and Federal Crop Reporting Services, in that order. They all have their personal reasons or criteria for writing the agricultural news stories that appear in the papers. Most of them feel handicapped by the lack of agricultural knowledge and understanding by their superiors on the paper.

Office calls:

101. Downs, W. A. AN ANALYSIS OF OFFICE AND TELEPHONE CALLS MADE TO THE AGRICULTURAL EXTENSION SERVICE IN UNION PARISH. 52 p., typewritten. Baton Rouge, La. State U., 1960.
Thesis (M.S. in Agr. Ext. Ed.), La. State U.

Union Parish, La., extension staff members kept a record of office and telephone calls for information one day a week between October 1959 and June 1960. They secured a limited amount of information about each caller at the time of the call and did some followup checking on some of them by telephone or personal visit. There were 102 followup records and data on 118 office calls and 79 telephone calls.

Although the specific data are most pertinent to planning within the parish, their general nature should be of interest to other extension workers considering a similar tool as an aid to county program planning. For instance, telephone calls were about equally divided among full-time farmers, part-time farmers, and nonfarmers, but the ratio was approximately 2-2-1 for office calls. The sex ratio was 3 to 2 favoring males for telephone calls and 4 to 1 favoring males for office calls. Three-fifths of the telephone calls and half of the office calls were by persons in the 40 through 59-year age group.

Those who made telephone calls tended to have more education than those who came to the office. Rather surprisingly, more of those who made inquiries by telephone tended to live closer to the extension office than did those who came to the office for information. The author feels part of this is the consequence of rather low telephone coverage farther out from town.

Leading kinds of requests by office callers, with percentages, were livestock and poultry, 22; insects and parasites, 14; and soil fertility, chemical weed control, and plant varieties, 9 each. For telephone calls, the top categories were livestock and poultry, 18; house and house furnishings, 14; insects and parasites, 11; and soil fertility and forestry, 9 each.

Three-fifths of the office requests and a third of the telephone requests could be taken care of at once; a third of the office requests and half of the telephone requests required home visits to take care of. The others involved sending something to the caller.

Result demonstrations:

102. Rogers, E. M.; and Havens, A. E. THE IMPACT OF DEMONSTRATIONS ON

FARMERS' ATTITUDES TOWARD FERTILIZER. Ohio Agr. Expt. Sta., Res. B. 896. 26 p. Wooster, 1961.

An experimental study was conducted in Miami and Champaign Counties, Ohio, during the 1959 and 1960 crop years to test the effect of result demonstrations in changing attitudes of farmers about fertilizer. Area sampling methods were used to identify the farmers to be interviewed in each county, both before and after the educational effort. The study team accomplished 77 before-and-after interviews in the treatment county, Miami, and 37 in the control county, Champaign.

The treatment consisted of 47 fertilizer demonstration plots on corn and meadow land. Related educational work consisted of posting the plots, conducting tours to selected plots at various times during the crop year, and announcing results at a banquet.

Attitude scores, based on an 8-item instrument, were used to determine changes in attitude over the period of the study. In line with other short-term analyses cited, the attitude changes are slight — average score changes from 15.6 to 15.3 for the treatment group and from 16.3 to 16.2 for the control group. However, there are significant positive relationships between attitude score and both education level and classification as early adopter.

Changes in fertilizer use, as reported by respondents, are a rise from 104.9 to 109.2 pounds per acre in the treatment county and a drop from 124.3 to 119.2 pounds per acre in the control county. However, fertilizer companies in the respective counties report a 44-percent gain in total tonnage sales in the treatment county and a 19-percent gain in the control county.

Changes in knowledge, based on a 6-item test, is from 3.06 to 3.52 in the treatment county and from 3.58 to 4.02 in the control county. This is a significant difference for both over the time period under consideration, but not between counties at either point in time, suggesting that the demonstrations did not cause the increase in knowledge.

By statistically controlling for the effect of knowledge, the authors observe that the relationship (partial correlation) of attitudes and use drops from .49 to .27. Therefore, they suggest that unfavorable attitude will have less inhibiting effect on compliance with recommended use of fertilizer if the individual decision makers know the effect of fertilizer on yield.

Further support for this contention is the fact that use records are considerably better for those who have made soil tests to determine the fertilizer needs of their soil — 83.5 and 139.0 pounds per acre, respectively, on corn land. Partial correlations of attitude score and use, with the soil testing variable held constant, is zero for farmers who soil test, but .31 for those who do not test their soil.

Television:

103. Erickson, S.; and Olien, C. EVALUATION OF TV CLOTHING SERIES "WHAT SHALL I WEAR?" 12 p. St. Paul, Minn. U. Agr. Ext. Serv., 1961.

Three half-hour TV programs on clothing topics, "The Personal You," "The Fashionable You," and "The Practical You," were presented on six Minnesota or North Dakota stations during midwinter 1961. They were televised whenever free time was available, generally at 2-week intervals. The series was evaluated for effectiveness as an extension teaching medium by a mail survey.

A 525-name sample was drawn from among participators in the extension home group clothing series in Douglas, Carlton, Clay, Blue Earth, Olmsted, Hennepin, and Ramsey Counties, Minn. Questionnaires were sent to these ladies, plus 133 who wrote in for the folder that accompanied the last program. Replies were received from 295 but 5 had to be eliminated for incompleteness.

Over half of the respondents viewed each program — "The Personal You," 62 percent; "The Fashionable You," 59 percent; and "The Practical You," 56 percent. Nine out of 10 would watch another series if it were offered. Most frequently mentioned other topics they would like, in order of combined choice and first choice, respectively, are: Food preservation and preparation (1-1), clothing construction (2-2), household accessories, home furnishings and room arrangement

(3-4), clothing — accessories, selection, fashion (4-3), home decorating (5-6), and clothing — patterns, alterations, fabrics (6-5).

On the matter of time for the programs, the lowest percent of unfavorable comments is from a group who watched the program at 4:00 p.m. Wednesdays. This observation, plus a general impression gained from opinions about the other viewing times, suggest that the ladies favor weekday afternoon showings.

Two-thirds learned the series through the county extension office (It distributed some 26,000 sets of folders on the series); an eighth learned of it via television and a tenth each through newspapers or friends. The authors note significant differences by age in this regard. Although most of each age group learned of the series through Extension, a larger proportion of the respondents over 50 years of age and a considerably smaller proportion of those under 35 years of age learned of it via television. These relationships vary by stations, suggesting announcements of future series must be geared more closely to the most effective communication media for the particular area.

Four-fifths of the respondents are members of extension home demonstration groups. Two-thirds of these say their group got together to view the shows or to discuss them. About 9 out of 10 of these attended the sessions.

Insofar as the program, "The Practical You," is concerned, half of the respondents who saw this program feel the most help towards being well dressed and practical at the same time was received from the discussion of the value of basic items. A fourth feel they benefited most through awareness of the importance of wardrobe planning.

About half expect the program to help them most in purchasing new garments through ideas about choosing basics and versatile costumes. About a sixth each expect most help through program emphases on buying only what is needed, planning wardrobe, and coordinating new purchases with present wardrobe. The authors are concerned about the lack of interest in the money management components of this series, since money management currently is being emphasized in the extension home program.

From some volunteered comments, the authors conclude the ladies want home economics programs on television. In general they were pleased with the series under consideration, but they would like better visuals and a moderator who is more of a television personality. They would favor more informality, more people on the program, and more depth to the presentations.

104. Holloway, M. E. AN EVALUATION OF THE MARYLAND EXTENSION FAIR EXCHANGE TV PROGRAM OF SEPTEMBER 17, 1960. 26 p. Baltimore, Baltimore City Ext. Serv., 1961.

The author, who is leader of the team that puts on the weekly half-hour TV program for homemakers, "Fair Exchange," evaluated one of the programs in the series by conducting a telephone survey within the Baltimore city limits. She used two sample bases, a random list sample from the telephone directory (253 useable interviews), and all (47) of the persons living within the Baltimore city limits who wrote in for the leaflets offered on the September 17 program.

Homemaker club members assisted with the telephone interviewing, conducted mainly on the weekend following the telecast. Tabulations were made with the aid of Keysort cards. Findings are reported in question-answer fashion with supporting charts and graphs.

Virtually all households (97 percent) have TV sets and there are no reception problems. However, 62 percent of the larger sample and 59 percent of the write-ins ordinarily do not watch TV in the mornings. During the afternoon, comparable percentages are 58 and 63, and on the Saturday afternoon of the test program, 74 and 16. Although there are small percentage differences as to preference, none of the three available channels is a decided favorite, indicating selections are made in terms of programs rather than channel.

A seventh of the larger sample had seen the program at some time or other, indicating that it may have been viewed in something like 29,000 Baltimore households. However, less than 2 percent saw the September 17 program. Nevertheless, 44 percent of those who have seen the program consider themselves to be regular viewers of the series (2-3 times a month).

Because of the comparatively small number who had viewed the program, most of the evaluation is based on the write-in sample replies. Although views of this group cannot be considered to be those of Baltimore homemakers in general, because of several very obvious differences, they do appear to be pleased with the series. They find the material presented to be interesting and understandable. Frequently they observe methods new to them and, when occasion arises, they try them.

When asked for topics they would like to have dealt with in the series, they mention 12 in the area of food and nutrition, 16 in clothing, 19 in home furnishings, and 15 in home management. A similar question asked of the larger sample brought out 25 suggested clothing topics, 38 in home furnishings, 6 in food and nutrition, 12 in home management, 8 in family life, and 5 in miscellaneous areas.

Of the 86 in the larger sample who stated preferences of sources, 53 percent would like to get homemaker information via newspapers, 42 percent via leaflets and bulletins, 43 percent via television, and 26 percent via radio.

One percent of the larger sample belong to homemakers' clubs; about one-fourth of the write-in sample belong to homemakers' clubs. This indicates that a large portion of the audience consists of people not reached through organized home demonstration club work. Something over a third of both groups work for pay outside their homes. About two-fifths of each group are over 50 years of age. Half of the larger group and two-fifths of the write-ins have children living at home. Similar proportions exist for respondents with less than high school educations.

105. LaFrenier, B. M. A STUDY OF THE EFFECTIVENESS OF TELEVISION IN TEACHING CLOTHING CONSTRUCTION. 98 p., typewritten. Knoxville, The U. of Tenn., 1960.
Thesis (M. S. in Textiles and Clothing). The U. of Tenn.

A 5-unit series of 10-minute lessons on "Making a Skirt" was televised over WXYZ-TV, Detroit, in the fall of 1959. Notices of the course through the various communication media resulted in an enrollment of 858 homemakers. In November 1959 these ladies were surveyed by post card as to how many of the units they viewed, how nearly they came to completing a skirt, reasons for not finishing one, and benefits gained from the learning experience. Replies were received from 496 homemakers.

In the spring of 1960, the author used these cards as a base for her more intensive study. After ruling out those who viewed less than four of the lessons, those who had not completed a skirt, and those who lived outside of Wayne, Oakland, or Macomb Counties, Mich., she came up with a list of 135 homemakers. Using the 105 who had viewed all of the lessons as her basic sample and the others as alternates, and with the objective of getting 100 completed interviews, she began interviewing with the aid of a 52-question schedule. She accomplished interviews with 66 homemakers.

She finds that her respondents are relatively young — modal group 30 to 39 years of age — and relatively well educated — 31 percent with at least some college education. Four-fifths have children living at home. All but two have had previous sewing experience; half had made suits or coats and a tenth each had made a street dress, a cotton house dress, or a wool skirt. During the previous year, half or more had made a cotton dress, a street dress, children's clothing, or aprons. During the half year since the course, 34 homemakers sewed 9 or more garments, but 12 sewed none.

Seventeen percent have had previous training in extension sewing classes. Almost half (43 percent) have participated in some form of extension work; a fourth are registered home demonstration club members, a fifth have children in 4-H Club work, and 15 percent are 4-H Club leaders.

In terms of percent checking, reasons for wanting to learn how to sew are: Save money (69), hobby (65), satisfactions (62), better fit (59), and original design (29). Nine out of 10 tried to plan free time for viewing the series, but over a third of them were interrupted occasionally or frequently.

The ladies expected help from the course with certain techniques, including in descending order of frequency of checking: Alteration, zippers, selection, pressing, skirt bands, hems, stitching seams and darts, and fasteners. Frequently they received more help than they expected. Of the 74 who made some garment after the course, 83 percent used one or more of the practices learned in the course.

After the course, 58 percent sought more help with their sewing. Of these, two-thirds enrolled in formal classes. Using a 10-point scale, over half give the course a rating on helpfulness of 6 or higher, about a third rate it at 5, and the others rate it from 1 through 4. Four-fifths could understand the material as presented. Virtually everyone (97 percent) consider the printed instructions that were mailed to participants before each lesson to be helpful. Over half say they read them carefully both before and after the lesson.

Three-fourths would pay a dollar for a similar series of lessons; three-fourths of the remainder would pay 50 cents. Almost half check "shirtwaist dress" on a list of four options as the most desired future subject for a sewing class. Favorite topics for other series from a list of 10, with percentages checking, are: Home furnishings (64), gardening (52), meal planning (43), work simplification (43), buying or care of clothing (40), food buying (36), foods and nutrition (36), food preservation (33), money management (29), and family relations (22).

Fall or winter, weekly, Tuesdays, between 11:00 a.m. and noon, and longer than 10 minutes at a time are the preferences of respondents for selected features of future televised sewing classes.

106. Thompson, K. DRESS AS RELATED TO THE EFFECTIVENESS AND THE ASSESSMENT OF THE EFFECTIVENESS OF A PERFORMER AND THE RELATION OF THE AUTHORITARIAN PERSONALITY TO THE EVALUATION OF THE PERFORMER. 114 p. University Park, The Pa. State U., 1961.
Thesis (M. S. in Clothing and Textiles), The Pa. State U.

Although conducted in a classroom situation, this report deals with the author's efforts to improve her technique for presenting extension educational programs in clothing on television. Her immediate interests are (1) to learn the effect of personal appearance (dress and grooming) on audience learning and reactions and (2) to compare the effects on and reactions of audience members possessed of different degrees of authoritarian personality.

Her major instrument is a 10-minute memorized presentation, "Tips on Making a Good Appearance." Her audience consisted of the six classes in "Clothing and Textiles 100," offered to freshman and sophomore girls at the Pennsylvania State University in Spring 1961, each class divided approximately equally into two groups. Half of each class saw the lecture-demonstration presented by the author while wearing a dress, accessories, and makeup suited to her; the other half saw it presented by the author while wearing a dress, accessories and makeup which, at least in the combination selected, were not suited to her.

After each presentation the students were asked to answer a 15-item test, evaluate the performance of the operator, write out questions in the general area of the talk they would like to have answered, fill out a brief face-data sheet about themselves, and answer questions that would be used to develop an F Scale (authoritarian personality) score for each of them.

The author then made comparisons between the students (63) who had been given the well groomed and dressed presentation and those (64) who had seen the poor presentation, after first determining by statistical means that the subgroups could be part of the same population (ten background characteristics). She tested her observations by chi-square, analysis of variance, or rank order correlation as indicated, each with appropriate tests of significance. Those that qualified at the desired level of significance (generally the .05 level) were used to support or deny the major hypotheses of her study.

She predicted that when she presented the well dressed and groomed versions (1) the student test scores would be higher, (2) she would earn a higher performance rating from the students, and

(3) the students would be more responsive, that is (a) more of them would ask questions and (b) they would ask more questions. Also, she expected (a) the students with higher F Scale scores would rate her performances higher than the students with lower F Scale scores would after giving the good performances and (b) the high scoring group would rate her performances lower than the low scoring group would after giving the poor performances.

She could not support her first hypothesis. The relatively high mean scores, 13.8 for the group viewing the good performances and 13.5 for the group viewing the poor performances, indicate the material or the test may have been too easy for this particular audience. At any rate, the means do not differ significantly.

The second one is supported. She received significantly higher performance evaluations while giving the good performances — means of 87.6 and 83.1 out of a possible 100 points for the 10-item instrument. The third hypothesis is also supported; more of those who viewed the good performances asked questions and they asked more questions.

The fourth one is rejected; none of the differences are statistically significant. In fact, the non-significant differences for the (a) portion of her analyses are in the opposite direction to what was expected.

Visual aids, audio aids:

107. Barquest, G. D. A STUDY OF COMPREHENSION OF SELECTED ENGINEERING DRAWINGS. 103 p., typewritten. Madison, U. of Wis., 1961. Thesis (Ph. D. in Coop. Ext. Ed.), U. of Wis.

In the interest of learning the best way to present illustrative material in agricultural engineering educational work, the author tested the relative ease and accuracy of comprehension of seven drawing forms. The ones employed were: Grain toned shaded isometric, isometric with shades and shadows, grain toned shaded perspective, perspective with shades and shadows, grain toned exploded isometric accompanied by shaded perspective, grain toned exploded perspective accompanied by grain toned perspective, and three-view orthographic accompanied by grain toned perspective.

He selected objects of similar complexity to be drawn by each method and designed 8-question tests of comparable difficulty for each. (He has included copies of each kind of drawing and the test designed for it in the appendix section.) His comparisons are in terms of test results by selected variables, including age, IQ, school grade completed, years of vocational agriculture, years of industrial arts, years of mechanical drawing, and years of 4-H Club woodworking project experience.

Boys in two Wisconsin high school vocational agriculture departments and the members of the 1960 University of Wisconsin Farm Short Course participated in the study. After ruling out those who did not meet the age criterion (14 through 23 years) or for whom there were no IQ data, 235 remained to provide data for analysis.

Although he was using universes, he applied analysis of variance and covariance and the Duncan multiple range test to aid in projecting, if considered desirable. He finds many isolated occasions of significant differences (.05 level), but such a confusion of direction and lack of patterning that many of his detailed observations are inconclusive. However, he concludes the dimensioned isometrics and perspectives are easiest to comprehend and the three-view orthographics accompanied by shaded perspectives are hardest to understand.

He feels there is some degree of positive relationship between drawing reading ability and both IQ and age, but not enough to be predictive. There is similar uncertainty about the relationship of ability to read the drawings and tenure in vocational agriculture, industrial arts, and mechanical drawing classes, and in 4-H Club woodworking projects. Some of this confusion may have resulted from variation in recency of the educational experiences in these related areas and to possible overlapping of experiences.

108. Patterson, A. V., Jr. SOME FACTORS AFFECTING THE USE OF VISUAL AIDS BY PARISH AGRICULTURAL

EXTENSION AGENTS. 72 p., typewritten. Baton Rouge, La. State U., 1960.
Thesis (M. S. in Agr. Ext. Ed.), La. State U.

A mail survey among all Louisiana parish extension agents was made to determine the status of visual aid use in the parishes. Of the 320 forms sent out, 308 were returned and 293 were retained for use in the analysis. Of the latter, 38 percent were submitted by agents in adult agriculture work, 24 percent by adult home demonstration workers, 22 percent by boys 4-H Club workers, and 16 percent by girls 4-H Club workers.

Over half (56 percent) rate use of visual aids absolutely necessary, 41 percent rate their use very important, and the remaining 3 percent rate their use important. Over half (57 percent) feel they make too little use and 39 percent feel they make about the right amount of use of visual aids. About three-fifths (61 percent) feel their knowledge of use of visuals is fairly adequate. Another fifth each feel their knowledge is either largely adequate or somewhat inadequate.

The following percentages of respondents use visual aids in individual, group, mass, and overall teaching situations, respectively, over 90 percent of the time — 3, 37, 22, 13; 75 to 90 percent of the time — 15, 32, 30, 34; 50 to 74 percent of the time — 27, 19, 24, 32; 25 to 49 percent of the time — 28, 11, 16, 16; and less than 25 percent of the time — 27, 1, 8, 5.

These are the types of visual aids used (percent who use them often): Objects or specimens (62), maps, charts, graphs (46), chalkboards (40), flannelboards (38), photographs (36), exhibits (30), models (26), slides (17), filmstrips (8), and movies (3).

These are the difficulties in use of visual aids (percent considering this definitely a problem): Lack of funds to purchase or rent (56), lack of equipment (49), lack of time to prepare (35), lack of suitable meeting place (27), lack of training in production (22), appropriate visual aids unavailable (18), lack of training in operation of equipment (16), and lack of training in use (10).

These are the major sources of the major items of equipment used (percent not using the item): Slide or filmstrip, parish owned (12); 16 mm sound movie projector, borrowed or rented (27); 35 mm camera, parish owned (41); other camera, personally owned (25); opaque projector, borrowed or rented (78); flannelboard, parish owned (14); easel, parish owned (31); portable chalkboard, parish owned (30); and magnetboard, borrowed or rented (88).

About four-fifths have received training in visual aids at extension workshops, three-fourths have received training via personal help from specialists, three-fifths via help from agents, two-fifths via experience outside of Extension, and one-fourth in college credit courses.

These data are analyzed further by agent position, sex, and tenure. Some general observations include the findings that women tend to feel more adequate in the use of visuals than do men and they use them more, but there is no obvious difference in their knowledge of how to use visuals. The agents with longer periods of service tend to use visuals less.

109. Sankaranarayanan, C. A STUDY OF THE HISTORY AND DEVELOPMENT OF VISUAL AIDS USED IN EXTENSION WORK IN THE UNITED STATES AND SUGGESTED APPLICATION OF THE FINDINGS FOR THE DEVELOPMENT OF A VISUAL AIDS SECTION AT THE AGRICULTURAL COLLEGE AND RESEARCH INSTITUTE, COIMBATORE, MADRAS STATE, INDIA. 281 p. Knoxville, U. of Tenn., 1961.
Thesis (M. S. in Agr. Ext.), U. of Tenn.

The first half of this report contains an extended account of the history and development of research on and use of visual aids in the various educational fields. Included are discussions of related communications theory and methodology and historical rundowns of pertinent research on motion pictures (both silent and with sound) filmstrips and slides, exhibits, pictorial illustrations, and graphic materials.

Next, carrying the report up to the two-thirds point, there is an account of organizational and administrative aspects of visual aids programs, again with appropriate references to pertinent research. Attention is focused on agricultural applications. The section closes with a discussion of training for visual aids persons and a detailed outline of the visual aids specialist position.

The balance of the report is concerned with setting the scene for visual aids work in the author's homeland, Madras State, India, and for setting up a visual aids section in the Agricultural College at Coimbatore. He mentions how visual aids have contributed to extension educational work in India, in Madras State, and at the Agricultural College — in the national 5-year programs, in the work of the National Extension Service, and in community development block work.

In his closing chapter, in which he makes his formal suggestions for the establishment of a visual aids section in the Agricultural College, he offers 47 formal suggestions, many with detailed outlines of criteria or methodological steps for executing, on such topics as sanction, organization, qualifications and functions of specialist and staff, funds, equipment and other resources, program, training of staff and subordinate personnel, and evaluation.

Workshops, short courses, etc.:

110. Minter, E. M. MONEY MANAGEMENT WORKSHOPS FOR YOUNG HOMEMAKERS. . .A STUDY IN THREE INDIANA COUNTIES. Ind. Agr. Expt. Sta., Res. B. 731. 20 p. Lafayette, 1961.

A 5-session workshop on money management, aimed at the money problems of young homemakers, was conducted in three Indiana counties — Adams, Randolph, and Wayne — during the fall of 1960 by home demonstration agents in the counties. Data were supplied via personal interview by 108 of the 119 ladies who completed the series.

One of the objectives of the study could be considered accomplished when it was discovered that half (51 percent) of the participants were under 30 years of age. Virtually all of them were married before they were 25 years old, four-fifths before they were 21 years of age. Although they were relatively young, few could be classed as brides, since almost one-fourth had been married 3 to 4 years and two-fifths had been married 5 to 9 years. Eighty-five percent had children and most of them had one or more under 6 years of age.

Approximately a third each live on farms or in towns of less than 2, 500 population. Although a relatively small percent (15) were gainfully employed outside their homes at the time of this study, 77 percent had been employed at some time or other, mostly in clerical positions. Almost a fifth of their husbands were full-time farmers.

Nine percent had failed to complete high school, 14 percent had at least some college training. At some state of their formal educations, 93 percent had received some home economics training. Over four-fifths had some form of extension contact in their background, but most of them were new to Extension as adults.

Using a suggested list of 23 subjects, 50 percent or more of the respondents indicated much interest in these problems: Planning use of money, 82; good buying practices, 71; savings, 69; efficient shopping, 67; food buying, 64; what to buy first, 62; legal records we need, 60; some items of credit, 60; managing bank account, 56; keeping records, 53; and insurance, 50.

There is evidence of more money planning by respondents after the workshop, as well as improvement in percent able to follow their plans. Major reasons for failure are emergencies. Over four-fifths feel planning is easier after the workshop, with the major reasons given for this opinion being a better understanding of planning principles and the decision to guide spending by relative importance of family needs.

Respondents were asked to indicate whether they kept, or now keep, records on a series of 15 items. These are the items for which the percentage change after attending the workshop is greater than 10 points: Food, 34-48; clothing, 25-55; home furnishings and equipment, 58-69; household operation, 57-74; insurance, 81-96; transportation, 41-61; recreation and vacations, 15-26; education, 13-34; and taxes, 78-99.

Two-fifths feel they still need more help with money management, but two-thirds of these say they know where to get the help they need. Almost 9 out of 10 say they passed along information they received to at least one other person. Although many discussed the workshop with a limited number of persons — with husbands being the most frequent confidants — some addressed home demonstration clubs or other groups, so that each respondent averaged discussing the workshop with about five others.

See also Study 19.

General:

111. Jahns, I. R. A METHOD FOR EVALUATING PERFORMANCE OF MEMBERS IN PROGRAM PLANNING GROUPS. 43 p., typewritten. Madison, U. of Wis., 1961.
Thesis (M. S. in Coop. Ext. Ed.), U. of Wis.

As this contribution to a team study of program planning in Extension, the author has developed an instrument for making both quality and quantity measurements of individual participation in program planning groups. Drawing heavily on ideas suggested by performance measuring instruments by Benne and Sheats, Bales, Steinzor, and his recent predecessor at Wisconsin, R. H. Ross, he developed an instrument consisting of oral behavior designations in three areas, group task orientation, group maintenance orientation, and individual or self orientation.

After coaching three associates in the method of scoring, he set up a simulated county program planning group situation in which five actors played stereotyped roles of farmer members of such a group. Using his own ratings of portions of the taped meeting as a benchmark, he made comparisons of results of the four ratings. Although totals were different in the major areas, there was some overall percentage similarity.

As further tests of association, and to identify major sources of disagreement, he also computed Kendall rank correlation coefficients and Goodman-Kruskal lambda measures of association, receiving values ranging from .00 to .90 in the former and .10 to .80 in the latter series. After a minimum of interpretation of reasons for disagreements noted, he suggests modifications of his basic subcategories to minimize the difficulty of assignment.

Under his task oriented category, he retains seven subcategories: Gives suggestion, direction; gives information, opinion; seeks information, opinion; seeks suggestion, direction; repeats, clarifies, restates; summarizes; and orients. Under his group oriented category, he retains: Wonders, propagates wondering, seeks sympathy, attacks, defends self, and plays.

See also Study 55.

Statistical devices:

See. Study 65.

EXTENSION RESEARCH REPORTING DEVICES

Bibliographies:

112. Byrn, D. RECENT EXTENSION RESEARCH REPORTS. U. S. Fed. Ext. Serv., Div. of Ext. Res. and Tng. Washington, D. C.

This series consists of quarterly listings of processed materials that have been added to Division files of extension research materials during the 3-month reporting period. Although a few of the items were prepared by members of the Federal Extension Service and may be available for a time from this Agency, most of them have been prepared by people working in the States or in other countries and are likely to be available only through interlibrary loan or requests directed to the authors.

There is no mailing list for the series, and distribution is limited, but State Studies Leaders and State Training Leaders receive copies that are available for inspection by their professional colleagues. The classification system is the same as the one used in the Review. Most of the items have been, or will be, mentioned in the Review series.

113. Byrn, D. RECENTLY NOTED EXTENSION RESEARCH TITLES ON: (SPECIFIC TOPIC.) U.S. Fed. Serv., Div. of Ext. Res. and Tng. Washington, D. C.

This special-topic series was initiated during the reporting period. Each bibliography contains citations for all the extension research items on a particular topic that were issued during a specific period — generally the most recent 5 years — and are known to the author (copies in Division permanent files or loan copy examined). Many have been, or will be, mentioned in the Review series.

Thus far, topics considered have been "Publications" — ER&T-89(5-61), 39 titles; and "Awards in 4-H Club Work" — ER&T-146(9-61), 30 titles.

114. Hatch, W. R., (Ed.) REPORTER. CLEARINGHOUSE OF STUDIES ON HIGHER EDUCATION. U.S. Dept. of Health, Ed. and Welfare, Office of Ed., OE-50004-3. 55 p. Washington, D. C., 1961.

This fourth edition of an irregularly issued series contains brief annotations of studies in higher education. They are classified under 25 major headings, including one designated, "Extension," although most of the entries deal with general extension problems.

115. La. U. Agr. Ext. Serv. A BIBLIOGRAPHY OF RESEARCH OF THE LOUISIANA AGRICULTURAL EXTENSION SERVICE SINCE 1950 INCLUDING PROJECTS PRESENTLY UNDERWAY. 7 p. Baton Rouge, 1961.

Cited are 61 theses or dissertation titles of Louisiana State University graduate students, 2 less than thesis reports by students, 13 published reports of staff members, and working titles of 4 studies underway.

116. U. S. Dept. of Agr. TITLES OF COMPLETED THESES IN HOME ECONOMICS AND RELATED FIELDS IN COLLEGES AND UNIVERSITIES OF THE UNITED STATES, 1959-1960. P. A. 435. 49 p. Washington, D. C., 1961. U. S. Dept. of Agr., A. R. S.; and U. S. Dept. of Health, Ed. and Welfare, Office of Ed. cooperating.

Among the studies cited in this annual listing, particularly in the home economics education section, are several that deal with extension problems.

117. Van Horn, G. A., Ed. COMMUNICATIONS STUDIES REPORTED BY LAND-GRANT COLLEGES AND UNIVERSITIES AND USDA. 17 p. East Lansing, AAACE, Committee on Res., 1961.

This listing, whose assembly is assigned to a different editor each year, contains citations of recently completed research and preliminary notes on research in progress in eight categories: Communications process, communicator, media, message, audience, research methods, program evaluation, and papers and articles. Some 148 items are mentioned.

Reviews:

118. Bohlen, J. M.; and others. ADOPTERS OF NEW FARM IDEAS. . .CHARAC-

TERISTICS AND COMMUNICATIONS BEHAVIOR. 12 p. East Lansing, Mich. State U. Ext. Serv., 1961. Also North Central Regional Ext. Pub. 13, issued in cooperation with the Farm Foundation and the U.S. Fed. Ext. Serv. North Central Rur. Sociol. Comm., Subcommittee for the Study of Diffusion of Farm Practices: J. M. Bohlen, C. M. Coughenour, H. F. Lionberger, E. O. Moe, and E. M. Rogers.

Without citing the studies specifically, the authors draw on recent research in diffusion and adoption of farm practices to provide this brief statement of their understanding of these processes. Since the committee members are among the most active researchers in this area, they find themselves relying heavily on their own findings and previous theoretical developments. They include a brief suggested reading list of some of the more basic materials on their topic.

119. Boyle, P. G. RECENT RESEARCH IN COOPERATIVE EXTENSION WORK. U. of Wis., Col. of Agr. Madison.

Numbers 15 through 21 were added to this series during the reporting period. The editor has, on occasion, involved a second author, generally the author of the original manuscript. Topics are beginning extension workers, administrative practices, drama activities, evaluation, agricultural committees, homemakers' use of time, and new agent job performance.

120. Boyle, P. G. RESEARCH IN COOPERATIVE EXTENSION WORK. U. of Wis., Col. of Agr., Depts. of Agr. and Ext. Ed. and Home Econ. Ed. and Ext., No. 5. 47 p. Madison, 1961.

The 1961 edition of this annual listing contains abstracts of 3 dissertations, 13 M. S. theses, and 8 M. S. seminar reports submitted by students of the two departments during the 1960-61 academic year.

121. Brown, E. J. THE EVALUATOR...REPORTING RESEARCH TO HELP EXTENSION WORKERS DO A BETTER JOB. Pa. State U. Ext. Serv., University Park.

Numbers 14 through 17 were added to this series during the reporting period. Topics were rural development, urban extension meeting, Japanese beetle project, and town and country business program.

122. Brown, E. J., (Ed.) EXTENSION STUDIES. University Park, Pa. State U. Ext. Serv. and Dept. of Agr. Econ. and Rur. Sociol.

This series was inactive for a time, but several items have been added since late in 1960. Number 14 was the last one received during this reporting period. Each report is devoted to a separate study, generally of some county problem that has been examined largely by local extension personnel and laymen but with technical assistance of the editor of the series or other members of the State staff. The editor is either the author or a member of the author team for each report.

123. Dimit, R. M.; or McCormick, R. W. (Eds.) (ABSTRACT.) Columbus, The Ohio State U.

In this unnumbered series, one or the other of the above arranges to have mimeographed abstracts of the better theses submitted by members of the Ohio Extension Service staff while on study leave, generally but not necessarily to the graduate School of the Ohio State University. On most occasions these reports consist of the summary chapter of the original report, plus necessary introductory and identifying notations. Each bears the title of the original document as its own title.

124. Ferver, J. C., Ldr. MICHIGAN REVIEW OF EXTENSION RESEARCH. Mich. State U., Inst. for Ext. Pers. Development. V.2. 23 p. East Lansing, 1961.

The second volume in this annual series is similar in appearance and content to the previous volume. Its main contribution is the section containing abstracts of 10 master's theses completed by students of the Institute for Extension Personnel Development during 1960-61. Other sections contain titles and brief notes on two theses nearing completion, titles of 10 other research projects completed at the Institute, and titles of nine on-the-job studies by Michigan Extension personnel.

125. Horne, T. J., (Chr.) SUMMARIES OF STUDIES IN AGRICULTURAL EDUCA-

TION. AN ANNOTATED BIBLIOGRAPHY OF STUDIES IN AGRICULTURAL EDUCATION WITH CLASSIFIED SUBJECT INDEX. U.S. Dept. of Health, Ed. and Welfare, Office of Ed., Voc. Div. B. 291 or Agr. Series 77, Supp. 14. 56 p. Washington, D. C., 1961.
Res. Comm. of the Agr. Ed. Sect. of the Amc. Voc. Assn.: T. J. Horne, W. T. Bjoraker, J. N. Freeman, J. E. Hamilton, C. W. Hill, S. S. Sutherland, and D. M. Nielsen.

Although virtually all of the studies summarized in this report (number 14 in an annual series) are devoted to problems in the broad field of vocational agriculture, at least two deal with extension problems, and others have relevance to Extension.

126. Jones, J. H., Jr. (Ed.) (THESIS ABSTRACT.) 1 p., typewritten. Baton Rouge, La. State U.

The 1961 set contains 1-page abstracts of 11 studies, most of which are on extension topics. All are for the master of science degree at the Louisiana State University.

127. Kapanigowda, A. A REVIEW OF SELECTED PRINCIPLES AND PROCEDURES USEFUL IN THE PLANNING OF COUNTY AGRICULTURAL EXTENSION PROGRAMS IN THE UNITED STATES WITH APPLICATION TO COMMUNITY DEVELOPMENT PROGRAM PLANNING IN INDIA. 240 p. Knoxville, U. of Tenn., 1961.
Thesis (M. S. in Agr. Ext.), U. of Tenn.

The purposes for undertaking this painstaking review were: (1) To identify the more widely accepted principles of program planning as used in county agricultural extension work; (2) to spell out the roles and functions of professional and lay workers in program planning; (3) to develop procedures for extension program planning, particularly stressing ways to involve local people; and (4) to make recommendations for applying the findings to planning work in the community development program in India.

Drawing heavily on the published literature, plus other materials made available to him during his study in this country, the author has included well organized chapters on the history of extension work; the evolution of formal program planning, including a lengthy comparison of research data relevant to 13 basic principles of program planning; program planning methods, including discussions of organizational problems and statements of functional roles of administrators, supervisors, specialists, county staff members, and local people; program projection, including procedures for applying this more efficient technique of program planning that concentrates on deliberate determination of needs and plans of action; and suggestions for modifying the methods for use in the 3-tier *panchayat raj* system that has evolved in India during the third 5-year plan.

An extensive bibliography is included, as well as many step-by-step suggestions for carrying out various phases of program planning and execution, both in this country and in India.

128. Natl. Agr. Ext. Ctr. for Advanced Study. (SUMMARY OF PH. D. THESIS.) Madison, U. of Wis.

Each item in this series is a summary of a doctoral dissertation that has been submitted by a student of the Center. Generally, it consists of the summary chapter from the original report, supplemented by necessary identifying and orienting material, that was prepared by the author under the direction of his or her major advisor.

129. Regnier, E. H. THE STUDY OF RECREATION EDUCATION IN THE PROGRAMS OF COOPERATIVE EXTENSION SERVICE. 22 p. Urbana, Ill. U. Agr. Ext. Serv., 1961.

This study leave survey is based on the author's own experiences and explorations, plus intensive examination of available literature and computations from relevant data in annual State Extension Service statistical reports. It attempts to present and evaluate the current status of recreation work, particularly extension educational work in recreation, and to make recommendations for its improvement.

Included are sections on (1) the growing need for systematization of recreation education and comments on places where work is being done along this line, (2) the range of activities that come under the recreation category, (3) functions of extension specialists in the recreation field and the extension image of recreation, (4) suggestions for expanding extension recreation, (5) recommendations for improving the work, and (6) a look at the future of recreation educational work with the different age and interest groups among extension clientele.

130. Wash. State U., Agr. Ext. Serv. A GRADUATE STUDY SUMMARY: (TITLE). Pullman.

This unnumbered mimeographed series consists of brief, semi-popular abstracts of theses or special problem reports that have been submitted to the Washington State University by students of Extension, or by staff members of the Washington Extension Service, either to this institution or elsewhere. Although his name is not identified with the series, E. J. Kreizinger either arranges for or prepares the abstracts. See also Study 109.

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Growth Through Agricultural Progress